

# THE SCHOOL JOURNAL.

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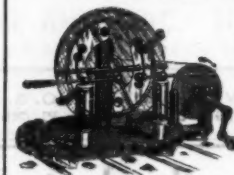
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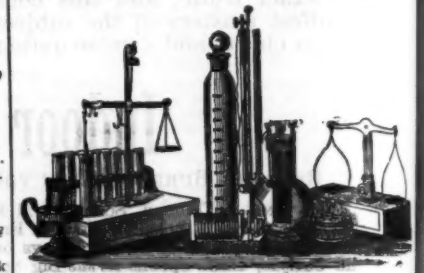
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THE teachers have already begun to think of next year's work. We believe 1889-'90 will be a better year for most, pecuniarily and professionally. There have not been many great changes made; but it is plain that men of ideas upon education are being sought for more than ever, to fill the places of superintendents and principals. As in repairing ships they take out the worm-eaten planks and put in sound timber, so in overhauling the great educational craft. There was a time, when a man who had the title "Rev." before his name, stood the first chance—it is so no longer. The question that is now closely pressed is, "What does he know of modern ideas and methods?" Practical and theoretical skill are demanded. We think the times are auspicious.

THE "cast iron" examination and promoting method, that has been followed in many cities, is fast passing away. The best thinkers in both England and America have condemned it in unqualified words. The judgment of the teacher, aided by the principal or superintendent, should be final. No question has been more thoroughly discussed than the system of promoting that requires pupils to be marked from 1 to 100, and promoted only when they exceed a certain per cent. The result of this method is, that there has been more marking and examining than educating in many schools. The simplest way of promoting is the best, and of all ways proposed, no one is more

simple than that which leaves the position of each pupil in a class to the judgment of those who are brought in contact with him during a term of work. If a teacher who has had a child under her special notice for three months cannot determine whether he is qualified to be promoted, certainly a special examination would not answer the question.

THERE is nothing like industry in this world, except virtue. It is not fashionable to be idle. Those who have no occupation should make one. The empress of Germany presides over the work of her household with as much care as an American matron. It is said that she has a fine and critical taste, and when hats and dresses do not meet her approval, she carefully prescribes what changes she wants, and sees that they are made. Queen Olga, of Greece, is able to cook a dinner, and trim a hat. The queen regent of Spain, is said to be skilled in embroidery, and spends a good deal of her time in making garments for the young king. These are a few of many incidents going to prove that ample wealth and great power are not divorced from industry. A person with nothing to do, is nearly as bad off as one with nothing to wear. Both are pitiable objects.

WE cannot break up the work of getting an education into a certain number of parts, and describe the boundaries of each one, as we would a piece of land. We cannot require a class to learn this, this term, and that the next term, and so on, through an entire course of study. Richter has compared the work of education to the work of a fresco-painter, which the London *School Guardian* very properly commends as an admirable illustration. He lays on a coat of color on a prepared surface and it disappears, another is put on, and something remains. By and by the color becomes vivid and permanent. Now "if an examiner should test the artist's work after the first coat of color had been laid on, he would pronounce it a failure. Time must be afforded for the successive stages of the fresco-painter's art to produce their effect before the work is judged." This is an admirable illustration, from which much may be learned. We commend it to those who are expecting to find out, by examinations, just how much pupils in certain grades have learned during a certain length of time. Power is acquired by slow processes.

THE fashionable New York school girl has been described by a correspondent as a curious compound. She is thus pictured by an imaginative correspondent:

"She is obliged to pay visits of ceremony, make calls, and drink tea at the receptions of her girl friends. She gives breakfasts and lunches, and is reputed to be the hardest of all beings to suit with a dainty menu. She is an inveterate *matinee* attendant, and she has her mornings with the photographer, jeweler, and dressmaker. The amount of jewelry to be seen on school-girls is nothing short of amazing. I am within the bounds of strict truth in the assertion that 700 dollars or 800 dollars is a not uncommon amount to cover the cost of a very young girl's display. A teacher—a man—sat down some days since to correct a sweet thing's composition. Irresistibly his eyes were attracted from the paper to the girl. 'She was wearing,' he said in his description, 'almost the largest diamond earrings that I had ever seen. She had a diamond pin. There were three diamond rings on her fingers, one ring of rubies and diamonds and emeralds. There were bracelets on her arms, and a jeweled watch at her side. She was dressed in a rich and elaborate gown. She had no time to waste on so slight a matter as punctuation.'"

That such rare specimens do exist, we will not question, but the English papers that have copied the above as a description of the typical school-girl of this metropolis, should correct the mistake. We have a few fashionable pay schools where a few of such foolish girls may possibly be found; but a close examination would disclose the fact that they

belong to a shoddy aristocracy. Sensible parents of this city do not tolerate such things in their girls.

THE appointment of Dr. Harris as United States Commissioner of Education will give satisfaction in many ways; the one most likely to occur to our readers will be that he is from the teachers' ranks. General Morgan, as United States Indian Commissioner, is another in the same line. We do not see why many of the diplomatic appointments should not be made from this once "despised sect." Let the good work go on.

Dr. Harris was born in South Killingly, Conn., in 1835; studied at Yale College, and began teaching. Going West, he got the post of assistant in St. Louis, and was soon after chosen principal of the Clay grammar school. Next, he was chosen assistant superintendent, and then elected superintendent. He has been president of the National Educational Association.

He set the example that a man, as principal of a school, and even superintendent, need not necessarily become a mere post, as so many do. He has been a reader of educational papers, a writer on educational subjects, and very earnest in his attempts to improve the schools, and place the instruction on a solid psychological basis. For many years he seemed to be the only man who was thus at work.

We hope this example will not be lost on our principal teachers. It is not because the salary is considerable, that we refer to this appointment; it is the honor of the selection—for we really think it was intended to put in the leading educational man.

GOVERNOR HILL recently vetoed the compulsory educational bill, passed by the last New York legislature. In order to show other states what rocks to avoid, we give a few of the governor's reasons for rejecting the bill:

(1.) "The bill is, unnecessarily offensive in its interference with the control of parents over their children. The bill provides that no child between the ages of eleven and fourteen years, shall be employed at home during the school hours of the public schools when in session, unless the parent employing such child shall procure and keep on file, a certificate from the proper school officers, and such employment shall not continue beyond the time named in such certificate, for such employment to cease; and every parent who so employs such child, shall, for every such offence, forfeit not less than twenty, nor more than fifty dollars, for the use of the schools of the city, or district, in which the offence is committed. No emergency of sudden sickness in the family, or otherwise, is excepted from the operation of this provision."

(2.) "The bill provides that when children between the ages of eleven and sixteen years, are not regularly engaged in any useful employment or service, they shall be required by their parents to attend some school, or to receive instruction at home by a teacher approved by public school officers, and for failing so to do, the parents are criminally liable. The framers of the bill doubtless intended to except feeble or sick children from this provision; but it is at least doubtful if they have done so, and it is certain that any such exception, if allowed at all, must be based on a physician's certificate. No discretion whatever is left to the parents themselves."

The ground of the governor's objection to (1) seems to us to be trivial. No officer in his common sense would ever think of fining the parent of a sick or maimed child for not requiring it to attend school. It is not "offensive" to require parents to send their well children to school. The bill should have been taken in its reasonable sense. The same remark applies to (2). Think of an officer requiring a child on a sick bed to attend school! All laws must be interpreted reasonably. The governor's logic is studied through political spectacles.



## THE FUTURE LINES OF PROGRESS.

## THE AVERAGE-MAN. FOUR VITAL POINTS.

There is no way of judging future progress, except by studying past progress. We often set to ourselves the task of telling the world what it ought to do, but we usually find that what we preached is just what has not been practiced. The AVERAGE MAN does his own thinking, and the more ignorant he is, the more opinionated is he in his thinking. The average man cannot be driven or reasoned with. He must be coaxed. He has small brains, but a reasonably large heart. He is withal a jolly animal and loves a hearty laugh. He can be made to laugh, cry, and swear, but he cannot be made to understand the force of a syllogism. It is beyond his comprehension. If it is necessary to move him, he must be tickled in his sides or in his stomach, or he must be gently moved, as to his heart, to tears. These three avenues are wide open, well paved, and inviting travel, viz., his risibilities, his palate, and his heart. But woe to the man who tries to reason him into action, or force him into moving along an unaccustomed road. The average man loves his pocket-book. Put something in it and you are his friend at once. These are fundamental principles; now for the applications.

Future forces governing educational progress must make the people happier, better fed, more sympathetic, and lead them to save more money.

What have been the elements of the kindergarten success? The children have grown more and more happy, got good appetites, grown more loving, and learned to make useful things. Here the average parent is touched in *four vital places*, and it is plain to see that he is moved. Manual training has become popular mainly by a misconception of its value. The average parent thinks that it will help his boys in the practical trade work of life, and his girls to keep the wolf from the door. Educators do not take this ground, but advocate its adoption because it affords better intellectual stimulus. The average parent cannot appreciate this argument, for it does not touch him on one of his four vital points.

The future lines of progress must not use utilitarian arguments, but they must take humanity as it is, not as it is not. The reason why educational reforms have made such slow progress is because arguments have been relied upon to touch the people. Arguments will not do this work; they never have, and they never will. Henry VIII. was wrong, and the Pope was right, but he was bound to have his own way, even though he destroyed the church. *He wouldn't be forced.* The results that have come from Henry's action, are due to his passion, not his reason. All reforms are due to passionate emotion as their propelling force. Pestalozzi did not use cold logic, neither did Froebel. They wouldn't have succeeded if they had. Both these reformers grasped a great principle, and pushed it with passionate earnestness; so they moved men.

We conclude that in future work for educational reform we must *neither reason with the average man, nor must we compel him.* We must show him that what is proposed will:

1. Make him and his more happy. 2. Better fed. 3. Give him more friends. 4. Give him more money.

Some one asks can these things be shown to be practicable. Let us see. The child that is educated along the line of his activities is happier than one who is not. The new education provides for pleasurable excitement, to a far greater degree than the old education. The new education provides for better living, cooking, dressing, and, in the end, better health. So the new education will make better fed children than the old education. Children and teachers are brought together in closer sympathy, under the new than under the old, so the number of friends will be increased. All this will lead directly to more money. Make a child healthy, happy, and wise, and he will be made wealthy. All the blessings of life come in the wake of the new education, and joined with religion, all the joys of a future state follow in its train.

THE JOURNAL struggled for twelve years to bring the claims of manual training before the teachers; it was currently supposed that the editor had lost his wits. Now we find these utterances in the pages of a newcomer in the field: "This journal is now the acknowledged exponent of manual training in this country." The bravest warriors are always those who have never smelt powder. "Oh, yes, we always thought so; we always were in favor of manual training," now will be the cry.

## SUMMER SCHOOLS.

Summer schools have not been as well attended this year as last, except Chautauqua, which is always booming, for it has a definite purpose and end in view. Chautauqua is different from any other summer school ever organized. Bishop Vincent saw that there was a want, and he met it, and has so occupied the ground that it will be impossible for any other school to take its place. He has called around him some of the best men in the world, so that an attendance at the courses of instruction he has arranged constitutes in itself an education. No other summer school has a purpose, beyond a simple preparation for the school-room, and since there are so many normal schools, institutes, and teachers' classes, doing the same work, it is difficult to collect a large number of teachers in one place. There is one Chautauqua. Its fame is world-wide and unique, but there are legions of vacation schools, all professing to do the same kind of work. Until some one can originate a departure, different from what has been done, we fear that the ordinary summer school is not destined to have a vigorous growth. This is not saying that some of the present summer schools are not excellent. They are, and for teachers who have entered the school-room with insufficient preparation, they must continue to be beneficial. But why does a teacher want to spend a hundred dollars in paying for lectures or how to teach reading, geography, history, penmanship, and science, when she can buy all the good books on those subjects ever published for half that sum? No teacher can attend a summer school of eight weeks and spend less than a hundred dollars; some spend much more. Normal summer schools are good; we have often warmly commended them, but we are casting up the probabilities as to their future success.

## SCHOOL BOOKS IN INDIANA.

The papers tell us that trouble over the new school book system in Indiana has begun. It is believed by many that the law providing for the adoption of text-books under a state contract, whereby the prices to the parents of pupils will be reduced about sixty per cent., is sure to be a failure. It is asserted that the text-books which have been adopted are greatly inferior to those in use, and in several counties the school officers will, it is threatened, refuse to receive the new books. In anticipation of the trouble, the state superintendent several days ago asked for advice from the attorney-general as to his interpretation of the law, and a long opinion was submitted recently, in which it was held that the statute is mandatory, and nothing is left to the judgment or discretion of the school officers. The Cincinnati publishers in Indiana have employed attorneys to fight the introduction of the new books. The governor has issued his proclamation, in accordance with the requirements of the act, declaring that its provisions must be fully complied with by all concerned. Within thirty days all county superintendents must file new bonds, double the amount of those required heretofore. Those who fail to do so may be deposed from office. The new books must be used, whether the people like it or not. A compulsory education act we are in favor of, but a compulsory school-book act we are opposed to. Its results are evil, and only evil continually. It is bad in Minnesota, bad in California, and it will be bad in Indiana. Why should the law with any more consistency prescribe what school-books a child shall study, any more than what kind of shoes he shall wear. Somebody says there is a difference here. We deny it. There is no difference here. We want education, but we don't want it with the brand of any state publishing on it, in order to be sure that it is genuine. The people can be trusted to select their own text-books without the help of legislative acts.

In the matter of examinations, assistant teachers are often more sinned against than sinners. Grade tyranny is inexorable. When a principal or superintendent says, "I shall expect your pupils to know these things before the end of the month," the assistant has no alternative. *Nolens, volens*, she must obey and *cram*. When at the end of the month her pupils pass the required examination with praise, the assistant is commended, but in her own heart she is condemned. The tyrant principal who commands his assistants to do what their consciences say is wrong, should be discharged at once. It requires the utmost wisdom to know how to direct teachers. Of course, if a superintendent has thrust upon him a mass of incompetents he has no alternative but to make

machines of them, and a machine in the teacher's desk, attempting to do his work, is both a laughable and a serious sight.

## THE NEW vs. THE OLD.

State Supt. Henry Sabin, of Iowa, has been reading several papers on this subject before several associations of superintendents in his state. He makes Rousseau the founder of the new education, which he defines to be "the art of guiding without precept, and of doing everything by doing nothing." Another principle quoted is: "Natural education must fit a man for all human relations." That which is artificial is to be shunned, for it weakens the body and degrades the mind. Supt. Sabin makes Pestalozzi the apostle of the new education, for he taught that "every incident in the child's life should be made to teach him some useful lesson, and to inculcate the habit of thinking upon what he sees, and of speaking after he has thought." This is excellent. Now comes Froebel, whose fundamental idea was that "the child's education should be founded upon his innate love of activity." This all prepares us for the new education, which assumes that nature is always right, and always a safe guide. This is different from the old, which declared that nature must be assisted by art. The new secures the attention through the skilful presentation of choice material suited to the child's mind. The old is immoral, for it makes little of the beautiful. It does not seek to train the eye to see, the hand to form, nor the ear to hear. It obscures truth by covering it up with a mass of hard, dry facts. Under the old the wrong was punished if detected. Unconditional obedience was required as a means of escaping punishment; love of self-approbation appealed to, but self-respect neglected.

All of this is first-class. We have only given here and there glimpses of what the whole address contains. Let our readers ponder the foregoing words. Perhaps many of them have been puzzled to know exactly in what points the old differed from the new. Here the differences are shown. The JOURNAL has often tried to point out the same principles, and we are glad to give this prominence to the strong, clear words of a man who has given the science and practice of education so much attention.

RECENT events seem to show that the government needs either better educated pilots, or more charts. The cruiser Boston was piloted on a rock in Newport bay last week, and came near sinking. If she had not been an excellently-made vessel, she would have gone down in deep water. Then she was so badly steered that she bumped against the receiving ship Vermont, smashing one of her own boats, and carrying away the port end and quarter gally of the Vermont. Somebody needs looking after in the navy just now. We hope the secretary of war will organize a summer school for incompetent seamen, and compel them to attend. We see no reason why such an institution is not as much needed for sailors as for teachers.

We desire our readers to note the plan for methods for the ensuing year. We shall group school work under eight great heads: 1. Body and Mind. 2. Language. 3. Numbers. 4. Doing. 5. People. 6. Things. 7. Earth. 8. Ethics.

In a good school there should be instruction in each of these daily. The old plan to instruct in arithmetic and language mainly is a very bad one. In many parts of the country the new methods are coming into use; in fact, as fast as they are understood.

THE address of Supt. Andrew S. Draper before the New York State Teachers' Association on "School Administration in Large Cities," and the one on "The Legal Status of the Public School," before the National Educational Association, have been published in pamphlet form. They make a valuable addition to our educational literature.

THE word *honor* is always spelled *honour* in England. Why the additional *u*? Why spell *program*, *programme*? Why the additional *me*?

SINCE the law in Pennsylvania forbidding the selling of cigarettes to children has been in force, it is said the "old" smokers among the young boys amuse themselves with clay pipes filled with "kill-me-quick" tobacco. Boys are the most inveterate tobacco smokers in our cities. Men use some sense in the use of tobacco; boys none.



## SOURCES OF KNOWLEDGE.

By DR. EDWARD BROOKS, Philadelphia.

The editor of the JOURNAL has so clear and incisive a way of stating his ideas that he not only conveys thought, but stimulates to thinking. His recent editorial paragraphs on the value of sense-knowledge presents a phase of educational truth whose value can hardly be over-estimated. No one principle has done more to put new life into modern education, than the recognition of the proper use of the senses in the training of children.

So important is this principle that I trust the JOURNAL will continue its emphatic utterances in its favor. At the same time it may be well for some of us to remind young teachers that sense perception is not the only avenue of knowledge in education. Of the several sources of knowledge to the students, the most important are the following: 1. Knowledge through Perception; 2. Knowledge through Language; 3. Knowledge through Reflection or Thinking. To these might be added a fourth source, that of Intuition; but for sufficient reason it need not be included in this discussion. Let us notice the relation of each of these sources to the work of education.

## KNOWLEDGE BY PERCEPTION.

All knowledge and all intellectual activity begin in sense perception. The mind is awakened into activity; some think it originates through the senses. Were there no eyes, ears, etc., there would be no education in the realm of knowledge. There could be no knowing or any possibility of knowing. Sense knowledge is thus the beginning of all knowledge; and, in a certain sense, the source and foundation of all knowledge.

This statement shows the intrinsic value of perception in education. A child's education must begin in the use of its senses. They are the windows of the soul, the gateways of knowledge, the avenues of learning. Nature begins the child's education in the activity of the senses before it enters the school-room, and comes under the direction of the teacher. Its intellectual acquisition for the first few years comes nearly all in this way; and it learns more the first three or four years of its life, than it does in any four years in academy or college.

Nature thus indicates the true method of training the child; and nature's method should be transferred to the school-room. The teacher should carry on the work that nature has so well begun. The neglect of this principle was the great error in the older systems of primary education; the recognition of this principle constitutes the great reform in the newer methods of teaching children. The value of the reformation is so great that it can hardly be over-estimated, and it is the duty of those who would lead and mold educational thought, to magnify it and prevent any reaction against it.

## KNOWLEDGE BY LANGUAGE.

But all the knowledge that a student should possess cannot be obtained through perception. The race has been using its energies for centuries, and has accumulated vast stores of information. To endeavor to lead the child to repeat the observations of the past, and acquire all it may know by observation, would give it but a small fragment of what is really known. One naturalist accepts the statements of facts discovered by another naturalist and continues his observations where previous observers have left off; and every student must avail himself of the labors of past generations.

This knowledge has been preserved in language. We have the records of the past observations and experiences of mankind in written and printed words. If the student would possess the knowledge, he must obtain it from the statements of others. He must be able to get it from the written or printed page, that is, through language. Deny it as we will, there is no other way by which this knowledge can be acquired; and our systems of instruction must recognize it.

And this knowledge is, by far, the greater part of a person's education, as may be seen in many of the school studies. The most of the facts of geography must be learned from language. Only a few persons can travel and gain these facts for themselves. The student's knowledge of Europe, its natural and political divisions, its government and its people, its industries and its education,—all these must be acquired by reading and studying the printed page. Even in our own country most persons would have little knowledge of it, geographically and politically, if they had to depend on their own personal observation. The text-book, the encyclopedia, the newspaper, and the sources of the knowledge of intelligent people must be relied upon.

In history this is even more apparent. Its events

occurred in the past and cannot be re-observed, whatever the circumstance or desires of the individual. All that we can know of the history of the great nations of antiquity, of the rise and fall of empires, of the events and causes that have molded the nations of modern Europe, must be acquired from the records of language. A knowledge of the stirring events which have made us so great a nation—knowledge so necessary to intelligent citizenship—must also be obtained from the printed records.

Even the facts of natural history and the physical sciences must be largely accepted on the testimony of others. How much would the ordinary student know of astronomy if he were required to depend upon his own sense perception for the facts? The same is true of many of the theories and principles of the physical sciences.

If we leave science and pass to literature we see how vast is the field of education through language. No powers of observation will open up the treasures of Homer, Milton, Shakespeare, etc., to the mind of the student. We are now in a sphere of intellectual activity quite different from that of sense perception, and which needs a different method of study from that used in an object lesson on a piece of quartz or a spider. The thoughts and imaginings of the great geniuses of the world have been embalmed in language, and we must go to language if we would enrich our own minds with the richness that was in their minds.

We thus see that as important as we may regard the domain of sense knowledge, the knowledge to be obtained from language is vastly more extensive, and we may add much more valuable in the development of the higher attributes of character and the elevation of society and the state. One of the most important demands of education, therefore, is that the student be trained to read, understand, appreciate, and remember the facts, events, thoughts, and sentiments that are recorded in language.

## KNOWLEDGE BY REFLECTION.

There is still another source of knowledge to the student. Sense knowledge is a knowledge of objects and their qualities obtained by perception. The knowledge from language is taken upon testimony and appeals to the memory. The student can also develop knowledge by his own powers of reflection. In other words there is thought knowledge as well as sense knowledge. The sciences themselves are of two kinds: fact sciences and thought sciences. Geography, botany, zoology, etc., consist merely of an aggregation of facts; they appeal almost entirely to the senses and are studied by observation with some supplementary thinking. History and kindred branches are acquired through language and give activity to the memory. The thought sciences, like grammar, arithmetic, geometry, logic, etc., are not to be learned in this manner. They appeal to the thinking power of the mind, and are to be thought out rather than to be observed or memorized.

Here we reach a different, shall I not say a higher, sphere of education? We are no longer dealing with the facts of sense, but with the thoughts and principles which underlie and control these facts. We are dealing with subjects that bring into activity a class of faculties higher and nobler than those of perception and memory, faculties which have given us the laws of science and philosophy. We here reach the realm of the great thinkers who have molded the thought and opinions of mankind, and for whom the world has twined its brightest laurel of remembrance.

Let us be careful, therefore, as teachers, in our admiration of sense knowledge, and not forget the greater value of thought knowledge. We want to train our pupils to be acute observers, but at the same time we desire also to train them to be good thinkers. We want to cultivate the habit of reflection, as well as the habit of observation. In order to do our best work, we should labor to prepare our pupils to drink from the three great fountains of knowledge—knowledge from perception, knowledge from language, and knowledge from reflection.

ONE of the bookkeepers at Powers' Hotel in Rochester, N. Y., during a recent trip to England, secured two English skylarks, which he brought to this country. Many people wanted to hear the birds sing, but failed to rise before 6.30 A.M., at which time the concert ceases. In order to accommodate these people the owner has arranged to have the birds placed in a room where a phonograph is located, and kept there until they have finished their songs. Then those interested are invited to hear the phonograph.

## THE DETERIORATION OF THE ENGLISH LANGUAGE IN CORRECTNESS, FORCE, AND TERSENESS.

By PRIN. F. H. HANSON, Newark, N. J.

(See JOURNAL of April 13, 1899.)

## II.

I now come, in the second place, to speak of the remedies for this deterioration.

FIRST: How shall we find an antidote for all these influences which are insinuating themselves into our speech and language?

It is to be found by the uplifting of the whole people, so that the home influence on the linguistic character of the child shall be healthful; and SECONDLY, by the suppression of vile and trashy literature. To undertake to accomplish a reform of this nature is not an easy thing to do, nor is it a matter in which a few years are involved, but a whole lifetime.

This naturally leads us to think of the remedy for the second cause that I noted: The reading of this trash and fifth-rate story books, etc. Can there be anything in your estimation that would lower the standard of good English more surely than this?

We should substitute for these both in the home and school, the best specimens of the purest English. And in this substitution, a great deal of care should be taken in the selection of those works. Let them be read and re-read, and portions committed to memory, and recited until the mind absorbs both the thought and the language.

A difficulty arises here. The masses are not able to own these valuable works. We have free public schools. They are well equipped, and have been doing good work for years; yet there is a lack. We must have libraries good, free, public libraries. We have the pupils in our schools for the first fifteen years of their lives. We teach them to read, that is, to take and assimilate the author's thoughts from the printed page.

Education goes on through life. The intelligent part of the community must provide for this education in the free library. The school can only give the impetus. It is the nursery where the young trees are trained to grow straight, where the ugly branches are clipped, and good principles and right thinking are engrafted. The home underlies all. It is the soil in which they spring into life, which nurtures and supports them. Reading is the sun and air. This is the life-giving and life-supporting influence which causes the young thoughts to spring upward, the whole to develop and grow into the symmetrical, broad, and stalwart character. The public library can be a useful adjunct to our schools. The time must come when the public will agree that public libraries are adjuncts of school work, and therefore fit objects for support by public taxation.

THIRD: Let there be more phonetic teaching, so as to preserve uncorrupted, the sounds of the language. A good pronunciation of the language is, to my mind, as essential as the correct use of words. We should all be surprised if we knew the percentage of people who do not, and cannot pronounce correctly, words ending in *ing*, *ed*, *it*, etc.

A correct pronunciation, then, comes with a familiarity with the sounds of the letters, and those sounds are learned by phonetic teaching.

FOURTH: Let there be a more intelligent effort, on the part of the primary teacher especially, but not of the primary teacher exclusively, to teach the meaning of the language. This should be done in such a way as to secure for the child a clear understanding of the language he uses and deals with.

FIFTH: The teacher himself should be a model of correctness and propriety in the use of language. One of the worst habits that a teacher can fall into is that of carelessness in his use of language before the class.

Our responsibility as teachers is very great in this respect, and how much better that we should carefully choose our language, and guard against the use of slang, than, by our carelessness, communicate it to the large number of children under our influence, and perpetuate through them expressions of bad English. Let the teacher insist on grammatical statements by the pupils in all his school work, whether written or oral.

Right here I wish to put in my protest against the many pages of false syntax, which are to be found in nearly all of our grammar and language books. I may differ from many of you in this respect, but I fail to see wherein page after page of incorrect, uncommon, and even vulgar expressions, placed there to be corrected by the pupil, can be of any service to the pupil whatever, other than to teach poor and incorrect English.



SIXTH: Just as long as the course of study in the common school is overcrowded, just so long will this deterioration continue, for our courses of study, must be of such a character, and so carefully graded, that thoroughness shall be possible.

Let the teacher be completely engrossed with the idea that language teaching is the most important part of his work, that it touches everything that is done at every point from beginning to end, no matter what the subject is. Arithmetic, algebra, or drawing, as well as grammar and history, cannot be taught without the use of language.

From this it is perfectly clear that language is absolutely the most important subject taught in the schools of all grades from the kindergarten to the university.

SEVENTH: Let there be more thorough object teaching, and more composition work. Our ability to do a thing well depends greatly upon the amount of practice we have had in the acquirement of that thing. Then let the pupils have plenty of drill in the use of good language; let them tell or write stories of what they have seen. I believe it is possible for all teachers of the public schools to make an interesting exercise in composition work.

Few naturally acquire facility in the use of language, but by systematic training it may be attained by all. Let the powers of observation be trained thoroughly in childhood, and when that is done, then language work of this kind, will not be a bugbear. If we do not cultivate these powers, then the powers of expression will begin to fail, and we find that even if the person chances to possess thoughts, they refuse to come forth in words.

EIGHTH: The English language is a priceless inheritance from our fathers, and it is the duty of their children to transmit it with all its primitive purity, force, and terseness to future generations. In the continuation of this point, I quote from Mr. George P. Marsh, an American scholar, author, and diplomatist, who is widely known through his writings on the English language. He describes the movement of the English language from a century to a century, as being governed by laws similar to those which govern the earth in its orbit. And he says, very wisely, that just as the earth revolves around the sun, now a little more distant from it, now a little nearer to it, substantially in the same path, century after century, so the English language revolves around the English of King James' Bible; and although it varies from it more or less from time to time, the language of that Book keeps it from any very great permanent change.

NINTH and finally: The responsibility of this great work of teaching the English language correctly in its simplicity and purity, rests upon the teacher.

Let us all, however, take the lesson from our ancient Greek scholars and teachers, and see to it that our noble, everlasting, vigorous English shall be taught, as thoroughly, and with as grand results as did Socrates, Plato, Xenophon, Demosthenes, and others, teach their language.

THE least understood of all words used in discussing education is the word *practical*. The *Popular Science News* defines it as an education that "fits a boy to earn his own living;" in other words, to earn money. This paper remarks that "the day when a man leaves his alma mater, proudly bearing aloft his A. B., he is, as a rule, one of the most useless of men." This is rather hard on the colleges, and we do not believe that it expresses the whole truth. Some graduates of colleges are useless; they were useless when they entered college, and no amount of training could ever make them anything else. To our minds, practical means power—power to do, to feel, and to think; power of body, mind, and heart. A clear-headed man is a practical man. He cannot be anything else. A young man who knows how to do his own thinking is not likely to hire anybody else to do it for him. Manual training is no more practical than Greek, only as it gives more mental power than Greek. This is the test, and the only test of all educative processes, and we especially commend it to all who are a little troubled in answering the question, what is a practical education?

A SUCCESSFUL merchant on coming to New York from San Francisco, where he had been for twenty-four years, sought out his former teacher. He was an old man bent with age, but his eye kindled with delight as he said to his former pupil, now a stalwart man, "Remember you, of course I do; I remember telling you that you would make a smart man, and that you would never disgrace your teacher."

"Yes, I remember it, too," was the reply, and it has been your prophecy that has saved me in many perilous places. I have seen stranger things. I have been with the scum of the earth; the villains of the earth seemed to congregate in California. But it rang in my ears that I would not disgrace my teacher. For, remembering that I was called a 'blue Presbyterian' many a time, I have come to tell you that I have not disgraced you."

The teacher seems often to cut a poor figure in this world's affairs, does he not? Think of those you know. They are not the ablest men and women of the district or community; but they do a precious work, for all that.

WHAT a solid hold the opinion has, that the teaching of to-day is inferior to that of the past! Yet it is a great mistake. The teachers of to-day are certainly twice as good as those of fifty years ago. There were a few good teachers then, and a vast number of poor ones. Now there are many good teachers and few of the very, very poor ones. (It pains us to write this last sentence. Is it true?)

The debate on this subject is now over, and it is agreed that the so-called "thorough" teaching in the school-houses fifty years ago, and forty years ago, and thirty years ago, was of the poorest quality. Time was wasted, and little that was valuable was learned. Reading and arithmetic were the staple studies; the pupil who got the first got about all. If he was ever educated it was done afterward, and not at school. Now there is a genuine attempt made to educate.

WE advise the teacher to have a clear system in his work. He must make up his mind what he ought to do, and what to leave undone. On a visit to a school last month, a teacher was found at work with a newspaper. He had heard some one tell in glowing terms of the good to be got from a newspaper. Now a newspaper is a power, but it is not a part of the machinery of the school-room. It is made for a distinct purpose; it is not designed for the school-room.

It is well enough for the teacher to open a newspaper at some time, and explain its general structure; politics, news, market reports, etc. Every pupil should be interested in the newspaper. Some are injurious, positively injurious; reports of prize fights, dog fights, police doings, etc., ought not to be read by children. The teacher should speak his mind on this point. But there is not time to do everything in school, and so we say, "Know what your main purpose is; do not be switched off; have a clear and distinct purpose and pursue it."

THE teacher must plan to do something more than "hear the Reading Classes, the Arithmetic Classes," etc. To do this and this only, and keep order, is not the whole duty of the teacher. He must determine that the object of all his work, of every exercise, is the education of the pupil. What is education? How do all the exercises, the teaching of reading, writing, etc., tend towards education? These are important questions that must be revolved over and over. If they are settled to-day, they must be settled again to-morrow under the new light that has come in. They must be adjusted again next week. With more light will come clearer conceptions of what education is, and what must be done in order to educate.

It is sometimes said by teachers that "the people will not let me teach in accordance with the ideas of the JOURNAL." In other words they have been used to having the school employed for cramming, and they insist on that being continued. But the skillful teacher will continue to do better than the people expect. Do not array a faction against your plans. Try to have the pupils understand them; show them why your plans are good. If they are on your side you are usually safe. It is not well for a notion to get abroad that "new fangled ways" are being employed by you. Under cover of that term a great deal of prejudice often lies hidden. Teach reading, writing, arithmetic day by day, but use them so they will educate. Let every exercise be employed intelligently, with a definite purpose, and not degenerate into a routine.

LET a teacher consider these questions, and write down answers to them for his own eye:

1. Do I teach to get so much money? 2. Is my aim to do good, and then get money? 3. Am I on the same plane as the day laborer? 4. Have I made specific preparation for my work? 5. Do I understand the nature of the children?

## THE LIMIT OF STATE POWER IN EDUCATION.

This is an open question, and likely to be for many years. Until recently it was universally admitted that it was the duty of the church to direct educational processes. Upon this theory our common school system was founded. In the minds of the New England fathers, church and state were identical, so that even the salaries of the minister and teacher were fixed by the town meeting, and collected by a town officer. Now the divorce between the school and the church is complete. All church interference in matters of state interest is considered an impertinence. But the limit of the state's authority in educational matters is not determined. It is like the boundary lines between certain states—an open question. Here are a few questions to be answered:

To what extent has a state the authority to legislate concerning the text-books to be used? Can it by a law require all schools to use a certain series of readers, to the exclusion of all others? Since the apportionment of public monies is made in the state superintendent's office, the state has it within its power to compel the use of special books, or suffer the loss of state support. But if a city so treated should carry a test case to the supreme court, would it get a decision in its favor? We believe it would, for the state clearly exceeds its prerogatives when it descends to such individual matters as the use of a special geography or reader.

Has the state a right to require all children between certain ages to attend the public school? Evidently not. It has the right to demand that all parents shall give their children an education, and it can prescribe what kind of an education that shall be, but it acts the part of a tyrant when it attempts to require all parents to send their children to a certain school.

If compulsory education is enforced, it evidently follows that all children must be examined by a state officer, else who shall determine whether they are able "to read, write, and cipher"? The state must assert its power to examine all children. It may also require children to know more than the three R's. How much more? Just as much as is for the good of the state for them to know. Where does the limit "good of the state" end? This has not been determined. Then since the methods of educational processes are important, must not the state prescribe what these methods shall be? We hear a reader say, "No." Why not? Certainly a method is of more importance than a text-book! Then it will come to this—that all teachers shall be examined by a state officer, both as to text-book knowledge and general fitness to teach. Has the state a right to do this? If it has, then shall all teachers be included—music teachers, dancing teachers, teachers of penmanship, teachers of etiquette, teachers of trades? Why not? Where shall the line be drawn? Here is a nice question. There is one extreme like that in Sparta, and there is another, as has been in the United States during the past few years. Of course the exact extremes are the entire divorce of education and the state on the one hand, and its entire control on the other. Where is the golden mean?

THERE are schools going right on in the old jog-trot of a past age. They are the old "common-noun-third-person-singular" schools. These grammatical grinds continue to say that "the subject of a finite verb must be in the nominative case," all oblivious to the fact that the English noun has no case at all. When will this dreariness and stupidity end?

THE Art Students' League of this city is a school that will bear studying. Here eight hundred students (it started small, however) meet and elect the members; these in turn elect a "board of control;" this looks around, selects the brightest teachers to be found, and hires them. Mark, this is done by students; they pay to be members, pay to get instruction; it is no free affair. They have now planned to have a building.

What we want to say about this school is, that the students have an idea what they want in teachers. These students are to earn their living as artists; they do not want to waste their time and money. They listen to their teachers, and come to the conclusion that some know how to teach, and some do not—these they drop. The teachers are themselves artists (they come usually only twice a week to the school); their work is in view on the walls of the exhibition rooms, and hence it is apparent who are good artists and who are not.

Now suppose this plan was adopted in our high schools and colleges, would not a good many of the old



routinists be forced to pack their trunks and travel? But the students must take what the "board" provides. Again, do not the pupils judge their teachers about as this "board of control" does, although they do not have the power of discharging them? Teachers, what do your pupils think of you as a teacher?

#### SUGGESTIONS AS TO MANAGEMENT.

By B. F. HALL.  
SELF-CONTROL.

1. Before the teacher can manage any one else, he must be able to control himself. I once saw a teacher so angry because his grammar class did not agree with him in parsing a word, that he struck a little boy on the seat before him with such force as to break his arm. This man was supposed to be a good teacher because, he was so violent that the pupils did not dare to go contrary to his will. I call this man not only a brute, but a poor manager. He was permitted to go free in that community; but he would not be so permitted to-day.

Self-control means a great deal. It means more than that a person sit unmoved if told that his father is dead, his house burned up, etc. That is stoicism—it is not self-control of the kind the teacher needs. "Never strike a pupil until you can hold your hand," said a Quaker teacher. By this he meant, if you want to punish a pupil, and get ready for it, do not do it if you cannot lay down the rod and say, "John, I will take a day to think of it."

This exemplifies self-control of one kind. I have often disciplined myself in this direction. If I wanted to scold a pupil I said, "I will not do it; perhaps I am excited."

#### REASONABLENESS IN RULES.

2. What is right and what is wrong in school? I forbade my pupils to whisper, and seeing a young man whispering called him up. "I told you not to whisper; it is wrong for you to do it." "But I was asking him to show me my algebra; I do not think that is wrong." "Yes, it is, because I told you not to." It was a source of regret to me to see this young man leave school on Friday night; he wanted to come, he needed to come, but I was too tyrannical. I afterwards came to the conclusion that I must not claim it is wrong to do what a teacher forbids. The teacher is not a Great Mogul, whose will is law. He must base his commands on something else besides his own will. Many things are against the good of the school—tend to confusion, etc.—that is enough to claim and not always be right then.

#### REASONING WITH PUPILS.

3. I called John to me. He was lazy, and troublesome to his seat-mate. I said, "You may sit in this chair and study." I began to hear a lesson, and on looking around saw John on a settee. "John, you may sit in the chair," I said, and resumed the lesson. I saw by the countenances of the class that he had not obeyed. I knew I must proceed with care and self-command.

At the end of the lesson I turned to John and said, "I think I told you to sit in the chair." "I don't want to."

I paused a few moments, and then said, "There are many things I don't want to do, but I do them all the same." Turning to the school I said, "How many here do things every day that they do not want to do?" Many raised their hands. "Are we worse off for doing them?" "No, sir." "What shall we say of one who will only do what he wants to do?" Here I told of a visit to a house where there was a child that would only do as he wanted to; I made it as humorous as I could. All laughed, even John himself.

Now here is John; he sets up this rule, and what sort of a boy will it make him? Let us look over our school-room and see if we have any who seem to make a rule to do the right thing, no matter if it is very disagreeable. I will not call any names. Have we any such? "Yes, sir." "Are they the successful and promising boys of this school?" "Yes, sir."

"Now here is our friend John; he wants to do well, he wants to be successful. He don't want to work as hard as some of the rest, but I think he is going to succeed after all. It will depend, however, whether he is willing to do as wiser heads advise him. Now, I told John to sit in that chair; it seems to be a small thing; small things are turning points in a boy's life. If he resolves to do as his parents and teachers advise, he will succeed; if he does not, he will not, and no power can make him successful."

"Now, John, you can make your choice; you can sit in the chair, or you can go to your seat. If you sit in the chair, you will show that you mean to do as I wish,

and we shall respect you. If you go to your seat, it will make no difference to me, but you will have decided to do only as you like to do. What will you do?"

John took the chair. I commended him, and then said, "Has he degraded himself by this act? Is he lower in our estimation?" Turning to one of the larger pupils, I said, "Henry, you may come and take the chair." Then I said, "You see, he does not feel degraded. Now go and stand on the settee. Now come and sit in my chair."

When I had finished all had received a good lesson—including the teacher.

#### HAPPINESS MUST BE SOUGHT IN THE SCHOOL-ROOM.

4. It is important that it be a settled purpose to create an atmosphere of happiness in the school-room. Many teachers, as they enter the room, have in their minds a purpose to grind their pupils—we may as well say it out in plain English. This is entirely wrong. How much happiness can I bring into the school-room? How much sunshine shall there be there because I am there?

Fröbel tells us how he was shocked at an occurrence that showed the dislike of the children of his day to going to school. As a group of children were on their way to school a man met them and told them the school-house was burned. They danced for joy and clapped their hands. One said, "Was the schoolmaster burned too?" (In Germany the teachers lived in the school buildings.) "No." Then they grew sad again feeling that their misery would be perpetuated elsewhere. The recital of this event made Fröbel determine to do something to make the school-room a place of joy and happiness. Has he not succeeded?

In Ypsilanti, Mich., more than thirty years ago, the school-house was burned, and it was reported in the papers that the school children were present and that they wept bitterly. The town immediately determined to build a new building, and, at the meeting, large numbers of children were present and testified their joy. This is as it should be.

#### HIGH CIVILIZATION MUST BE AIMED AT.

5. School management cannot be genuine unless the pupils rise higher daily in the scale of civilization. Let no teacher say "John knows the multiplication table thoroughly now, and when I came he could only say the 2's." That is no real test. If the pupils are more courteous, self-possessed, intelligent, earnest, studious, then the teacher has done well, even (if it were possible) if he has not taught them a single new thing. The school-room must take hold of the lives of the pupils; they must have their internal forces developed.

And if this is done right the school is easily managed. In one of the New York City schools the principals and teachers have a "Scholars' Day." For that day the pupils have the entire management. They decorate the room; invite in the parents; produce and direct the exercises; the teachers are merely guests. Now it might be supposed that they would take advantage of the occasion and be rude and boisterous. They do not; this shows they have been raised in the scale of civilization by the teachers; they are self-controlled; they see what should be done and what not done.

Here will be a good test of the teacher's work. Let him vacate his chair; let the pupils "run the school" and see what will come of it. If the order is good without the teacher thumping on the desk and calling "order," "too much whispering," etc., etc.; if as he sits at a desk as a pupil, and comes and goes as a pupil, everything is delightful and earnest, he may well feel that he is doing his work well. How many can do this?

#### THE TEACHER MUST MAKE ADVANCEMENT.

6. Is the teacher going up, himself? If not, his school work is not properly done. A teacher who becomes like an empty barrel is not a good teacher. An old Methodist bishop once heard a young "brother" preach who was famous for doing it "off-hand." When asked for a criticism by his young "brother" he remarked, "You must pour in more at the bung." You see he got the idea that the young "brother" was like an empty barrel. Now, preaching and teaching are kinds of work that draw upon the mental resources. There is no way to keep up the respect of the school but to add to the resources. Some do this steadily; daily they are wiser and stronger. I well remember my teacher asking me to leave some books for him at his residence. They had been drawn from a library several miles away. How I wanted to read them. How I respected this man who took such trouble to read. It was fifty years ago, yet I remember the incident.

## THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

#### ARITHMETIC MADE PRACTICAL.

It may be made not only practical, but very interesting. The following plan I have used with great advantage, because there is reality in it. The school was divided into "producers" of various kinds: Farmers, manufacturers, etc. Each chose his occupation and constructed a sign 8×4 inches with his name and occupation neatly lettered on it: these signs were hung on a line in the rear of the room:—

PETER JONES.  
HAY FOR SALE.

JOHN SMITH.  
POTATOES FOR SALE.

WILLIAM JOHNSON.  
COTTON CLOTH.

Then one pupil was appointed as a retail merchant, and one as a wholesale merchant. Cards of different colors were cut up into squares (1×1 inch) and the red ones marked "one cent," the yellow "five cents," the blue "ten cents," etc. Each boy had a cigar box with a cover; in this he put a partition parallel with the bottom and in the middle, and underneath he made a drawer with a knob. On the top was pasted a card with the owner's name and address.

I got a thousand cheap manilla envelopes and gave each boy 25. John Smith put 5 cards in an envelope, each marked 5 *bushels of potatoes*. Peter Jones put in his envelope 5 cards, each marked 100 *lbs. of hay*, etc. The wholesale merchant was the capitalist, and to him I gave the money on his depositing his note with me.

Now the "producers" sold hay, oats, corn, cloth, etc., to the "wholesaler" and got money and put in their boxes. Then the "retailer" went to the "wholesaler" and bought goods and arranged them in his store, which was a neat set of pigeon-holes properly labeled; over it was his name. This was also the plan of the "wholesaler."

Now the "producers" went to the "retailer" and bought things for "consumption"; they paid money for them. In order to make the "consumption" real, the cards for potatoes, etc., were torn up; then in order to get more money each was told he must "produce" more.

A certain hour was fixed each day for trading, laying in supplies, etc.; a certain time for consumption, etc. Each "producer" was obliged to make out a bill to the "wholesaler"; the "wholesaler" to the "retailer," and he to the "consumer." All of these were submitted to one who was called the "accountant." If any mistake was detected, the maker of it was fined in *real* money (one cent usually) and this went into a "fund" that was expended, when it reached 25 cents, in oranges, apples, and candy for the benefit of all the class. This was a time of much fun.

The eighth grade (pupils eight years old) had very simple exercises, no fractions. The ninth grade had some that were harder, and so on. The "retailer" regulated the difficulties; he would sell out, for example, 540 *lbs. of hay* at \$15 per ton, or 4 *lbs. of codfish* at 5 cents a lb., etc., to the advanced classes.

Every pupil was required to "balance his cash" every night. About forty articles were dealt in: Boots, shoes, clothing, hams, potatoes, flour, sugar, etc. The "wholesaler" and "retailer" kept books; the others paid cash, had bills made, and receipts given. All papers were filed away in envelopes.

It need not be said that the deepest interest prevailed; and much competition was demanded and obtained.

1. Let the teacher select a good pupil to be *retail* merchant.

2. Another good one to be *wholesale* merchant. If possible, have a desk for each in opposite corners of the room.

3. Give \$1,000 to the wholesale merchant—he gives his note.

4. Now let the "producers," the other pupils, come up and sell to the wholesaler. He takes in their envelopes with hay, cloth, etc.; counts them. They make out bills; he pays, and they give receipts.

5. Let the retailer go and lay in his supplies.

6. Now let these producers (as heads of families) go and buy—some one thing, some another, and take the goods along, paying cash. Bills will be made out, etc. For small boys the price of goods must not be in fractions; let the teacher guide this with care. Let each boy keep every paper so as to account for all his money. For example, a boy as producer gets \$10. What has become of it? He must show a voucher for the expenditure.

# THE EARTH.

## GEOGRAPHY BY OBJECTIVE METHODS.

By AMOS M. KELLOGG.

### LESSON I.

**OBJECT OF THE TEACHER.**—To interest his pupils in the study of the state of Ohio; to present the main geographical features of the state, and to fix them firmly in the memory.

**PLAN.**—The teacher draws a map of the state, having the pupils name the lines drawn; then the pupils draw and describe. Thus he causes them to see Ohio, to hear about it, to draw it, to talk about it.

**METHOD.**—Standing before his class, the teacher talks with the pupils in a bright and interesting manner about Ohio.

There is one of our states that has had a very interesting history. Once the Indians lived in it; the remains of the mounds they built still remain; many fierce battles were fought with them. Now it has large and beautiful cities, well cultivated farms, and the people are peaceful and happy. It is Ohio. I will draw a map of the state. (Draws eastern boundary.) That is the eastern boundary of the state; it separates Ohio from Pennsylvania. (Draws the Ohio river.) That is the Ohio river; it separates the state from West Virginia (points), and from Kentucky. (Draws northern boundary.) That is the shore of Lake Erie, which separates Ohio from Canada (points), that (points) separates Ohio from Michigan. (Draws western boundary.) This separates Ohio from Indiana. This, scholars, is the shape of the state of Ohio.\* (See map 1.)



I will now draw the map again, and as I make the boundaries you may name them in concert. He draws the eastern boundary, and the class will say: "Eastern boundary of Ohio—separates Ohio from Pennsylvania." He draws southern boundary, and the class say: "Ohio river—separates Ohio from West Virginia and Kentucky." He draws northern boundary, and the class say: "Lake Erie—separates Ohio from Canada; northern boundary of Ohio—separates Ohio from Michigan." He draws the western boundary, and the class say: "Western boundary of Ohio—separates Ohio from Indiana."

### LESSON II.

The map is erased and is drawn again, and the lines named by the pupils again. It may be drawn a dozen times to give the class familiarity with the outline of the state and with the process of drawing it, and with the names and uses of the boundaries.

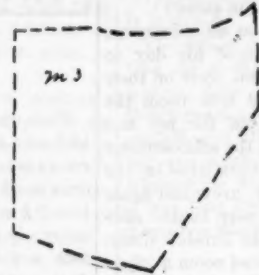
For desk work the teacher will ask the class to practice drawing the map of Ohio on their slates or on paper, preferably on paper. The paper maps should be signed and dated. Let the teacher put these in an envelope; by dating this envelope, the work of the pupils can be compared, and progress shown. On paper the size of the map may be 1 or 1-2 inches each way. In drawing these maps, they may be allowed to examine their geographies all they wish. They may draw with the map before them if they choose. The

\*The map should be about a foot square, so as to be easily seen across the room.

main object is to have given great encouragement to try to draw the state.



**PROPORTION.**—He calls attention to the evident general squareness of the state; that it is about as high as wide, and draws a square (map 2), marking the right side into three equal parts, also the top. Then he cuts off the two triangles and hollows out the



top (slightly elevating the east side; map 3.) This the pupils follow. Thus the general shape is strongly impressed.

### LESSON III.

The teacher will draw the map as before, and the pupils will name the boundaries. Then the teacher says: "But, scholars, there are some rivers in Ohio, are there not?" He draws the Maumee river, and gives its name. "That is the Maumee river," and so of the rest of the rivers. Erasing the map, he will draw it again, and the pupils will name the rivers as he puts them in; that is, when he draws the Maumee river they call out in concert, "Maumee river;" when he draws the Scioto, they announce, "Scioto river," etc. He writes the names of the rivers on the blackboard, and has them copied by the pupils, his object being to deepen the impression, and fix the geographical features firmly in the memory. He will call for volunteers to draw the map and put in the rivers. Two minutes are enough time to consume in this. Then the maps are erased, and drawn again by others.

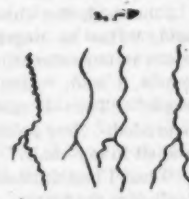
**CAUTION.**—It will not be best to put in but a few of the rivers; not over five or six. Beware of overburdening the memory; a few facts to-day, a few more to-morrow, and a vast work may be done. Some new things to-day; a repetition, with interest, of things already learned, are the sure steps to advancement.

Here must also be observed the suggestions made already in respect to form. Expect crudeness, so if maps like this appear



(map 4), praise them. Here will be a good opportunity to speak of the forms of rivers. The pupils will tend to draw them too straight or too wavy. In the maps given they are made very plain, for it is the "beginning period;" as the pupils acquire impetus, teach them to draw the rivers elegantly. Rivers love to wander along in

graceful curves. This will not be appreciated until after many lessons; yet let the teacher hint at it at this point. (Map 5.)

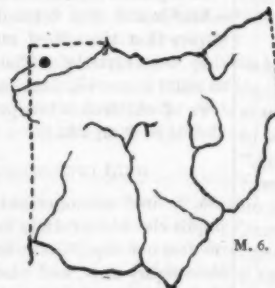


### LESSON IV.

The teacher will draw the map as before, and put in the rivers.

"But, scholars, there are some cities in our state; the largest city I will mark by 1, the next by 2, and so on." Locating Cincinnati by the figure 1, he says, "That is Cincinnati," and so of the rest of the cities. He writes the cities on the blackboard, and has them copied by the pupils. Thus they get a lesson in language.

Erasing the map he will draw it again, and the pupils will name the boundaries, rivers, and cities in concert. Then he will call on volunteers to draw. As these draw, the pupils name the boundary, river, or city. This repetition of the names familiarizes the pupils with them. They see, they name, and make the thing that is named. As before, two minutes will suffice to draw the map and place in it the rivers and cities. (Map 6.)



Let the teacher require rapidity (1) to necessitate a study and drawing of the map by the pupil; (2) to obtain promptness; (3) to give all an opportunity to draw.

By the use of figures the relative population of the cities is shown; thus a comparative value is fixed on the cities—a very important fact. Thus Cincinnati is the largest, as shown by the figure 1, etc.

The suggestions already made to the teacher as to rough-drawn maps (which will surely appear at this stage), must be repeated here. Do not expect elegance, or even accuracy. Do not place too high a standard before yourself. Encourage every effort; praise the work of the timid ones (of which there are many more in a school than teachers are aware of), and if a map at all like this (map 7) appears, bestow most liberal



praise. If the teacher places a better map before the pupils, they will be sure to imitate it. Rub out some of the rivers on Mary's map, and put in better ones, saying nothing at all; put a neater coast-line on James' map; put neat figures on John's, etc.

**CAUTION.**—Do not put in too many cities. Let the steps be taken very gradually. Begin with five or six cities; add others afterward when these are learned.

To CULTIVATE EXPRESSION.—The map being completed, the teacher takes the pointer in his hand, and, facing the class, says: "I

wish you to give careful attention; you may need to take notes of what I say, for I shall ask you to describe the map to-morrow. This is a map of Ohio. It is bounded on the north (pointing) by Michigan and Canada, from which it is separated by Lake Erie; on the east by Pennsylvania; on the south-east by West Virginia, from which the Ohio river separates it; on the south-west by Kentucky; it is separated therefrom by the Ohio river; on the west by Indiana. The chief rivers are the Maumee, which discharges into Lake Erie; the Scioto, which discharges into the Ohio, etc., etc. The chief cities are Cincinnati, in the south-eastern part of the state, Cleveland," etc. This is given as a model for the class, and the teacher will next ask pupils to volunteer to explain. Of course they will not be able to go into details at first; it must not be expected. But as the "snow-ball" rolls over, it will gather more material.

For desk work the pupils can each draw a map (1 1/2 x 1 1/4 inches), write out the names of the rivers and cities, and what they can remember of the explanations. This doing employs them, pleases, gives a language lesson, a spelling lesson, and drawing lesson, teaches them to connect facts in an orderly manner about a given subject, and prepares them to learn more to-morrow.

### LESSON V.

**OBJECT.**—To show the relation of Ohio to Indiana, to acquire knowledge about Indiana, and to express the knowledge.

The teacher draws the map of Ohio and puts in the rivers and cities, doing it in a rapid, sketchy manner; the pupils will name the boundaries, the rivers and cities as before.

Having Ohio on the blackboard, the teacher proceeds:

What state is on the west of Ohio?

"Indiana."

I will draw Indiana, and you may name the boundaries.

(Draws the southern boundary.)

"The Ohio river; separates from Kentucky."

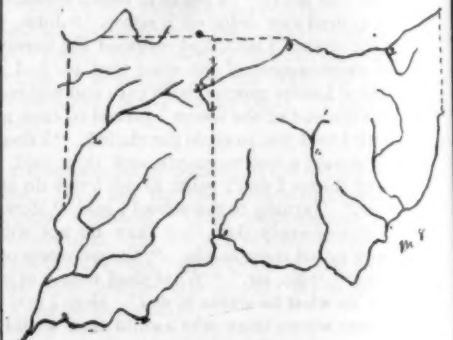
(Draws the northern boundary.)

"Northern boundary of Indiana; separates from Michigan."

(Draws the western boundary.)

"Western boundary of Indiana; separates from Illinois."

In a manner similar to that employed on Ohio, the rivers and the cities are indicated, and so the states of Indiana and Ohio are constructed. (Map 8.)



The teacher will now erase the maps and construct them again; then he will call for volunteers. (See Lesson IV.) Then he will assign them as a lesson, and the pupils will study and draw them at their desks.

**PROPORTIONS.**—An idea of its general shape, its oblongness (map 9) must be im-



pressed; that it is about half as wide as long is enough. To say that "Indiana is a chimney on the slanting roof of a house" will fix its shape indelibly in the memory.

[TO BE CONTINUED.]





JOHANN WOLFGANG VON GOETHE.

This famous German poet was born at Frankfort Aug. 28, 1749. His home was a cultivated one, and under his father's superintendence he was taught drawing, music, rhetoric, Latin, Italian, French, Hebrew, and natural history. His mother was a bright and quick-witted woman, with very decided opinions. Frankfort being a free town of the empire, its citizens naturally grew up with a strong sense of independence.

Frankfort was full of French soldiers during the Seven Years' War, and Goethe came under the influence of the French in many ways, and his first writings were imitations of the French manner, and his earliest play an imitation of a French after-piece.

In his sixteenth year he went to Leipsic, and remained there three years studying. He then returned to Frankfort, but the society of that place was not as agreeable to him as at Leipsic. He went to Strasburg and remained there sixteen months, which were, perhaps, the most important of his life. It was there he met Salzmann, who made him his most intimate friend.

Goethe read the works of Shakespeare with great enthusiasm. He said he felt like a blind man who has received his sight, after reading Shakespeare.

When Goethe finished the writing of Faust he felt that the work of his life was accomplished, but he still continued to work with regularity. To understand his writings fully much must be known of his life, which ended March 22, 1832. He is buried in the grand ducal vault where the bones of Schiller, the friend he loved so well, are also laid.

## QUOTATIONS FROM GOETHE.

Know'st thou the land where the lemon trees bloom,  
Where the gold orange glows in the deep thicket's gloom,  
Where a wind ever soft from the blue heaven blows,  
And the groves are of laurel, and myrtle, and rose?

—From WILHELM MEISTER.

Duty be thy polar guide;  
Do the right whate'er betide!  
Haste not! rest not! conflicts past,  
God shall crown thy work at last.

Who ne'er his bread in sorrow ate,  
Who ne'er the mournful midnight hours  
Weeping upon his bed has sate,  
He knows you not, ye Heavenly Powers.

—From WILHELM MEISTER.

How shall we learn to sway the minds of men  
By eloquence? to rule them, or persuade?  
If feeling does not prompt, in vain you strive.  
Oh, that simplicity and innocence  
Its own unvalued work so seldom knows!

Dare to be true, nothing can need a lie;  
A fault which needs it most, grows two thereby.

—HERBERT.

Truth is tough. It will not break like a bubble at a touch; it will be round and full at evening.

—O. W. HOLMES.

To love truth for truth's sake, is the principal part of human perfection in this world, and the seed-plot of all other virtues.

—LOCKE.

Truth, when not sought after, sometimes comes to light.

—MENANDER.

## THINGS TO TELL PUPILS.

**THE KITCHEN GOD OF CHINA.**—Su Meng Kong is the kitchen god of China, and none would dare to set up house-keeping without him. Many put his image in the main room of the house. His birthday is the fourteenth of the seventh month, and on that day every family worships him, each in his own house.

On the twenty-fourth day of the last month of the year, when the gods are supposed to go off on a ten days' holiday, a paper horse and other traveling equipments are burned for his use, during his journey to make his annual report to the superior gods. A lamp is kept constantly burning during the first days of the new year, to indicate that the family are waiting to welcome him whenever he returns. If the house-mother rears fat pigs, she credits her success to his good-will, and makes suitable thank-offerings to him.

**BOYS AND GIRLS OF TURKESTAN.**—A girl is generally married at the age of nine. Boys wear loose garments and queer cone-shaped caps, and, when six years old, attend school pretty regularly, the daily session lasting from sunrise until quite late in the afternoon, with a few short intermissions for rest and eating. Holidays are few and far between. As soon as the scholars reach the school-house in the morning, they slip off their shoes, which resemble slippers, and sit "tailor-fashion" on mats on the floor in a semi-circle around the teacher, who keeps a long rod constantly at hand, and uses it, too, whenever a lad is inclined to be lazy. The Koran or Mohammedan Bible is their principal study. All that is right to know is contained in the Koran. They are, however, also taught to write, and a little geography and arithmetic.

**SAMOA.**—This group of islands lies in the South Pacific, about two-thirds of the way from the coasts of Central Peru to those of Northern Australia, and nearly 2,500 miles to the southwest of the Hawaiian Islands. Ten of the islands are inhabited. There is a population of 35,000, all of them natives, with the exception of three or four hundred whites. They are a handsome race. The men are tall and well-formed. The women are much smaller and stouter than the men; they would be much better looking, if their mothers had not flattened their noses when they were babies. This deformed feature of the face is considered of great beauty. They do not kiss each other as we do, but press their faces together and rub noses instead. For the most part their clothing is nothing but a strip of cloth wound about the waist, falling halfway to the knees. The men are all tattooed from the waist to the knees. The chiefs wear garlands of flowers across the shoulder, and some head-dresses of leaves standing up like feathers.

**A REMARKABLE CLOCK.**—A clock made, half a mile under ground, by a miner in Wilkes-Barre, Pa., has three shelves of balconies. Along the lower balcony, a mounted general leads a file of Continental soldiers. The liberty bell rings, and the sentinel salutes the procession. A door in the upper balcony opens and shows Molly Pitcher, who fires her historic cannon, the smoke of which is blown away from the interior of the clock by a fan. Then the portraits of the first 30 presidents of the United States, pass along in a kind of panorama, the Declaration of Independence being held aloft by Thomas Jefferson. On another of the balconies, the 12 apostles go by, Satan comes out, and the cock crows for the benefit of Peter. When Christ appears, a figure of Justice raises a pair of scales, while a figure of Death tolls the minutes upon a bell.

**MAHARATTA GIRLS.**—These girls live in Central India, and are very attractive in appearance. In the morning, in their gardens, before the altar placed before every Hindoo house, or of an afternoon, as they pass, in fetching water from the near riverside, or the lotus-laden tank of the village temple, all in flowing robes of cotton or unbleached white or dyed a single color—pink, scarlet, black, green, or primrose yellow—presenting, as they move along the roads in the deepening shadows of the trees, and illuminated across the blue sea by the sidelong rays of the declining sun, the richest chromatic effects, they are the most picturesque girls in the world. They are strictly brought up, are but rarely seen by visitors, and from perfect daughters grow into perfect wives and mothers.

**CHARLES XII., OF SWEDEN.**—He was the son of Charles XI. and was born at Stockholm, June 27, 1682. On the death of his father in 1697, he ascended the throne, and notwithstanding his age, the states declared him of age to assume the reins of government. The neighboring powers thought this a good time to humble Sweden. Frederick IV. of Denmark, Augustus II. of Poland, and Peter I. czar of Russia, formed a league for this object. Charles XII. immediately prepared for the unequal contest. He became extremely frugal in his dress, food, and mode of living. His body, by severe exercise, was made proof against fatigue. He was very successful in war, but in the siege of Friedrichshald in 1718, he was killed by a musket ball. On his death, Sweden, exhausted by his wars, ceased to be numbered among the great powers.

**TEACHERS** would do well to tell their pupils that there was recently brought to this port 600,000 kilograms of *terra alba*, a kind of clay, white and fine, to be sold to candy manufacturers as an adulterant. A kilogram is 2.2046 pounds. The clay was brought from Civita Vecchia, Italy. Clay is not only indigestible, but a serious hindrance to digestion. It is the cause of much disease when taken into the human system. Clay eating is universally condemned, but here are 600,000 kilograms of it for the special use of the children of this country. Teachers should warn both parents and pupils of the danger ahead. Let candy alone unless it is known to be pure. Even then but little of it should be eaten.

**FORTY** miles above New Orleans is the old bed of the Bonnet Carré crevasse. Fifteen years ago the Father of Waters burst his bonds and swept through there to Lake Pontchartrain. Five years ago the state of Louisiana, with the assistance of the Mississippi Valley Railroad, rebuilt the Bonnet Carré levee, but it could not restore altogether the conditions prevailing antecedent to the crevasse. The river in the ten years it passed through the swamp piled up its sands against the big cypress forests there. It has left behind a buried forest. The piled up sand has deadened nearly all the trees. They are now being sawed up into shingles.

**CRICKET** is played in English blind asylums. The ball is of wickerwork, with pieces of tin within, which enables the players to judge of its whereabouts.

**MATAOKA, OR POCAHONTAS.**—Mataoka was the real name of the daughter of Powhattan, but it was one of the singular customs of the American Indians never to tell their own names, nor to allow them to be spoken to strangers. So when the old chief of the Powhattans was asked the name of his daughter he answered, "Pocahontas." This young maiden was given much more freedom and fun than was usually the lot of Indian girls.

**POPE GREGORY XIII.,** in 1582, reformed the calendar so that only the centennial years divisible without a remainder by four should be leap years. A. D. 1600 was, and 2000 will be a leap year. The months had respectively these number of days: 31, 30, 31, 30, 31, 30, 31, 30, 30, 30, 31, making a total of 365 days in the year. Augustus changed the name of Sextilis in his own honor, and added to it one day, which he took from February; another of February's days he gave to October. The Roman year began originally with March.

**WISDOM** does not show itself so much in precept as in life—in a firmness of mind and mastery of appetite. It teaches us to do, as well as to talk; and to make our actions and words all of a color. —SENECA.

**EPAMINONDAS,** conqueror of Sparta, once did justice to the nursery in a famous sentence. "I," said he, "rule the Thebans; my wife rules me, and my baby rules my wife. Thus you see who is the ruler of Thebes."

No one who has ever visited the Pacific coast has failed to get inspiration from the snow-crowned peaks of the Coast range, among which are Shasta, Hood, St. Helens, and Tacoma. They stand like mighty sentinels overlooking the country, so high are they, and so near together, that it would be possible to telegraph from one to another by signals from Puget's sound to Los Angeles. A former expedition under Lieut. Schwatka attempted to ascend Mt. St. Elias, but gave up the task as hopeless. Last year Mr. Williams formed a party that attempted the same task, and they succeeded in reaching a height of 11,464 feet, after overcoming great obstacles and subjecting themselves to the greatest perils. The time has now come when Americans will take more interest in the explorations and the study of our grand mountain peaks. Our natural scenery is grander than anything that can be found abroad. Mt. St. Elias dwarfs all the famous Alpine peaks: although not surrounded by cities, or in the midst of a densely populated country, it stands as a grim sentinel, the glory and honor of our country, as well as a monument of old volcanic forces. We trust as many of our readers as possible will make arrangements before many years to visit the west coast, and see for themselves the wonders of all our Pacific region. Although but few can ascend these lofty peaks, yet the sight of them is inspiring, for the pictures of their lofty summits, lifting their heads so far above the surrounding country, covered with eternal ice and snow, when once fastened in the mind, remains as a grand impression during all after life.



## THE TIMES.

**DISCOVERY OF NATURAL GAS.**—Some time since the city of Toledo, Ohio, raised \$750,000 to be spent in boring for natural gas. A few days ago gas was found, one well yielding twenty million feet a day. What substances have been, and are now, used in lighting and heating houses?

**IRRIGATION IN THE NORTHWEST.**—The committee appointed by Congress to look into the subject of irrigation in the Northwest, held a meeting recently at Miles City, Montana. Several old settlers said that taking a period of ten years the crop product of the land, if properly irrigated, would be five times as great as that of land that was dependent for moisture on rainfall alone. From the mountain to the mouth of the Yellowstone river are 5,000,000 acres of land that could be irrigated by water from the Yellowstone. Why do some parts of the country have more rain than others? What are the principal crops raised in the Northwest?

**BUYING LANDS OF THE INDIANS.**—The United States has just bought 11,000,000 acres of land in Dakota of the Sioux Indians. It will now be thrown open for settlement. What other territory was recently occupied? How much larger is the United States now than in 1789?

**SPOKANE FALLS' FIRE.**—A fire occurred at Spokane Falls, Washington, which destroyed a great part of the city. Why are fires apt to be destructive in young cities? What other place was nearly destroyed by fire recently? How are buildings made fire proof?

**TO IMPROVE INLAND NAVIGATION.**—Delegates from several states along the lakes and rivers of the middle part of the United States met at West Superior, Wis., to discuss navigation matters. What they want is not alone transportation on the lakes and rivers, but transportation that will extend across the ocean. It was held that the great lake ports should be the western ends of the oceanic freight-lines. The convention resolved to ask Congress to build a ship canal twenty feet deep through the narrows and rivers connecting the great lakes. How would you go all the way by water from Chicago to New York? How would a ship canal help lake navigation?

**WARLIKE PREPARATIONS IN EUROPE.**—Turkey is buying uniforms and stores, and work is proceeding at the dockyards with feverish activity. The Serbian war ministry ordered all three of the military classes of Serbia to muster. The ostensible reason for the order was that the Bulgarian troops had been ordered to mass on the frontier, and Serbia desired to be prepared for any event. Why do all the nations of Europe have standing armies?

**AN ANTI-SLAVE CONFERENCE.**—The British government has received advices from Brussels that the anti-Slave Conference will not assemble before the middle of October. In what part of the world is the slave trade carried on? What country recently abolished slavery?

**THE NEW COMET OBSERVED.**—Prof. Frisby, of the Naval Observatory, Washington, was the first one in this country to observe the new comet. It appeared in the southwest part of the sky west of the planet Jupiter, and is moving northward very fast. It cannot be seen with the naked eye, and is not very easily discernible even with a 9-inch telescope. The comet was first seen in Australia, and has been seen in other places several times. What are comets? What superstitions have been connected with them?

**TRIAL OF AN ELECTRIC MOTOR.**—On a two-mile circular track the startling speed of two miles a minute was maintained for about ten miles by the three-ton motor of the Electro Automatic Transit Company of Baltimore, at their grounds at Laurel, Md. This speed equals three miles per minute on a straight track. The company will build at once a five-mile circular track on Long Island to show the value of the electric passenger system. Edison pronounced it the greatest conception since the telegraph. How much greater is this than the usual speed of railroad trains?

**LEGITIME HEMMED IN.**—The steamship George W. Clyde arrived from St. Marc, Gonaives, and Port de Paix, Hayti, and, according to the news brought by her officers, Legitime and Port au Prince are being gradually hemmed in. Who is Legitime? What caused the war in Hayti?

**CHINAMEN STILL COMING.**—The Chinese are swarming in by every Hong-Kong steamer, bound for Mexico. No less than seventy-five came a few days ago, all bound for Mazatlan and Panama. They are reshipped there without landing, but once in Mexico there is no difficulty in smuggling them over the southern border into the United States. What complaints are made against the Chinese? What city has a large number of Chinamen?

## EDUCATIONAL NOTES.

## NORTH CAROLINA TEACHERS' ASSEMBLY.

The teachers' assembly was held at Morehead City, June 18-July 2. A large number were in attendance and made a successful meeting. The prominent educators of the state seemed to turn out well. President Winston after welcoming the members of the assembly, paid a tribute to the nobility of the teacher's life. "His is not the power of merchandise or dominion of fleets and armies, of steam and electricity; in the solitary school-house, unknown by the world, and unnoticed even by the passing traveler, mind and soul are at work upon mind and soul. As the sunlight silently but powerfully calls from the earth its mighty forests, and clothes its valleys with verdure and beauty, so the schoolmaster pours the light of knowledge upon the rich soil of childhood, and, planting there the seeds of a noble ambition, fills the world with workers and thinkers, with scholars and statesmen, with heroes and martyrs."

He advised:

1. A better conception of their profession.
2. The application of common sense.
3. The inculcation of lofty ideals in their pupils.
4. The leading of lives in harmony with their teaching.

The program for "English Literature Day" was in the hands of Rev. Thomas Hume, who discussed the place and relative worth of English as a course in schools. "Reading" was discussed by Dr. J. L. Armstrong, of Trinity College, followed by Supt. P. P. Claxton, of Asheville, who read a paper, "A Critical Study of Faust and Mephistopheles."

"Teachers' Training School Day," was one specially devoted to the consideration of plans for the establishment of such a school by the state government. Hon. S. M. Finger, state superintendent, gave an outline of the work to be done in training schools. Remarks were also made by Charles D. McIver, D. L. Ellis, Dr. Hume, President Winston, J. L. Kelly, Eugene Harrell, and others.

For "State Day" the exercises were especially devoted to increasing the spirit of patriotism in the state, and promoting her educational prosperity.

For "Classical Day," Prof. Geo. T. Winston discussed "Sight Reading of Latin." Dr. R. H. Lewis, president of Judson College, read a paper "Some Uses of Latin," and he was followed by Dr. E. Alexander on "Elementary Classical Reading." G. W. Manly, D.D., of Lake Forest College discussed the question, "How to Acquire and Retain a Vocabulary." "Advantages of Classical Training in Forming a Literary Taste," by Prof. Hugh Morson, principal of Raleigh male academy, was the last.

The exercises of "Natural Science Day" related especially to the botany, physics, and geology, of the North Carolina section of country. Prof. J. Allen Holt, president of Oak Ridge Institute, gave a talk upon botany. Prof. H. L. Smith, of Davidson College spoke upon the subject of storms. The frequency of the storms and rains of late had prepared the teachers to seek information as to their causes and continuance. Prof. Joseph A. Holmes, of the University of North Carolina, addressed the assembly on "Geology of Beaufort Harbor." This lecture was especially attractive as the teachers have for years been studying the strange formation discussed. "Biology in Elementary Schools" was discussed by Prof. W. L. Poteat, of Lake Forest College.

## OFFICERS.

Officers for the ensuing year were elected as follows: Henry Louis Smith, Davidson College, president; F. R. Hobgood, Oxford Female Seminary, first vice-president; Eugene Harrell, Raleigh, secretary; Hugh Morson, Raleigh Male Academy, treasurer.

## ARKANSAS STATE TEACHERS' ASSOCIATION.

The twenty-second annual session of this association was held in the city of Pine Bluff, June 19-21.

Hon. W. D. Jones delivered an address which was responded to by Prof. M. P. Venable, of Little Rock.

R. H. Miller, of Camden, read a paper on "What Shall We Teach in the Public Schools." This paper was discussed by Messrs. Thorp, Sampson, Gloffetter, Murrey, Hinemon, Smythe, Waddell, Shinn, and Bryant.

Next was a lively and interesting discussion of the subject, "How to Secure Public Sentiment in Favor of Better Schools." Howard Edwards, of the state university, read a paper entitled "The University and the State." Dr. Bronner, state geologist, delivered a lecture on "The Geology of the State of Arkansas." Supt. Doswell read a paper on the "Simplification of Spelling." J. C. Davidson, of Helena, read a paper on "Possibilities in Educational Development."

The committee on education presented a lengthy report, and the best one ever submitted to the consideration of the association. After some discussion it was adopted, and 10,000 copies ordered published and distributed. The following papers were read: W. H. Thorp, of Searcy, "Teacher's Place in Nature," I. L. Cox, of Van Buren, "Normal Schools," which was discussed at length by Maj. R. H. Parham, of Little Rock; J. H. Hinemon of Monticello, "Defects in Our Common School System."

## OFFICERS.

The following officers were elected for the ensuing year: W. H. Thorp, president; J. A. Futrell, T. P. Murrey, W. R. Bryant, J. G. Smythe, Howard Edwards, vice-presidents; J. H. Shinn, secretary; Mrs. M. K. Brooks, treasurer.

The school should be a center of light and knowledge. And so it is at Englewood, N. J. The local post, G. A. R., has presented to the main department of the public school a handsome national flag, upon a substantial staff over eighty feet high. In addition to a large flag of forty-two stars, the outfit includes signal flags for displaying weather indications and cold-wave warnings. These are telegraphed to the principal from the signal office at Washington. Under his supervision, the proper signals are displayed, and the national flag is properly hoisted by a committee of boys. A monthly report is made from this station to the signal office.

## CHANGES IN GENERAL SCHOOL LAWS IN THE STATE OF NEW YORK.

The following changes were made by the legislature in 1889, in the school laws of the state of New York.

## TRAINING CLASSES IN ACADEMIES.

The management of these classes is transferred from the Board of Regents of the University to the superintendent of public instruction.

## ADMISSION TO NORMAL SCHOOLS.

All applicants for admission to normal schools shall be residents of this state, or, if not, they shall be admitted only upon the payment of such tuition fees as shall be, from time to time, prescribed by the superintendent of public instruction. Applicants shall present such evidences of proficiency, or be subject to such examination at the school, as shall be prescribed by said superintendent.

## ACADEMIC DEPARTMENTS IN NORMAL SCHOOLS.

It shall not be lawful for any such school to receive into any academic department connected therewith any pupil not a resident of the territory, for the benefit of whose residents the state maintains such academic department.

## SUPERINTENDENTS.

Union free school districts having a population of 5,000 or upwards, where a superintendent of schools is employed, and whose time is exclusively devoted to the general supervision of the schools of the district, may be allotted, in the annual apportionment of school moneys, the sum of \$800 on account of such supervision.

## CHANGES IN TIME.

The school year shall close upon the twenty-fifth day of July instead of the twentieth of August, and the annual school meeting shall be held on the first Tuesday of August instead of the last. Reports for the present year must close with the twenty-fifth of July. Annual meetings of boards of education in union free school districts shall be held on the second Tuesday of August instead of the first Tuesday of September.

## TRUSTEES.

School districts which have changed from three trustees to one may, at next annual meeting, return to the three trustee system if they desire.

## SCHOOL YEAR.

There must be at least thirty-two weeks of school (instead of twenty-eight) in order that the district may share in the state school money.

## CONTRACTS WITH TEACHERS.

A sole trustee shall not make a contract for the employment of a teacher beyond the close of the school term commencing next preceding the expiration of his term of office, and continuing not longer than sixteen weeks; nor shall any trustee or trustees employ any teacher for a shorter time than sixteen weeks, unless for the purpose of filling out an unexpired term of school; nor shall any teacher be dismissed in the course of a term of employment except for reasons which, if appealed to the superintendent of public instruction, shall be held to be sufficient cause for such dismissal. Any failure on the part of a teacher to complete an agreement to teach a term of school without good reason therefor, shall be deemed sufficient ground for the revocation of the teacher's certificate.

## RAISING MONEY FOR TEACHERS' WAGES.

If, at the time of the employment of a qualified teacher for a term of school, there shall be no public moneys in the hands of the supervisor, or in the hands of the district collector applicable to the payment of teacher's wages, or if there shall not be a sufficient amount in the hands of both those officers to enable the trustee to pay the teacher's wages as they fall due, and the district meeting has failed or neglected to authorize a tax to pay the same, the trustee or trustees of such school district are hereby authorized and empowered, and it shall be their duty to collect by district tax, an amount sufficient to pay the wages of such teacher for such term, but not to exceed four months in advance.

## ASSESSMENT OF SCHOOL DISTRICT TAXES.

Taxes shall be apportioned upon all real estate within the boundaries of the district not exempt from taxation; if assessed as one lot on the last assessment roll of the town, though situated partly in two or more school districts it shall be taxable in that one of them in which the occupant or owner resides.



## ESTIMATES FOR TEACHERS' WAGES IN UNION FREE SCHOOL DISTRICTS.

If the inhabitants shall neglect or refuse to vote the sum or sums estimated necessary for teachers' wages, after applying thereto the public school moneys, and other moneys received or to be received for that purpose, or if they shall neglect or refuse to vote the sum or sums estimated necessary for ordinary contingent expenses, the board of education may levy a tax for the same, in like manner as if the same had been voted by the inhabitants.

EXAMINATIONS for entrance to Princeton are now held in about forty different cities of the Union. Several other institutions have similar arrangements.

MR. C. MERIWETHER of South Carolina, a graduate student of Johns Hopkins University, has entered the educational service of the Japanese government as instructor of the English language and literature, in the second higher middle school of Japan at Sendai, in the northern part of the main island.

MR. HENRY WILLIAM BRISTOW, F. R. S., died recently at the age of seventy-two. In 1842 he was appointed a member of the staff of the geological survey of the United Kingdom. Mr. Bristow published various works on mineralogy and geology.

At the Women's Congress at the Paris exhibition, presided over by Mlle. Deraismes, an interesting paper on the "Industrial Women of Sweden" was read by Mme. Fries. They are bank clerks and managers, even professors in boys' high schools, working jewelers, watchmakers, and engaged in every sort of wood carving. The education of nearly every Swedish girl who is not born to fortune is, the lecturer said, in a great degree industrial.

MARIA MITCHELL, whose death was recorded recently, was born at Nantucket, Mass., in 1818, of Quaker parentage. She made many careful observations, and devoted considerable time to the examination of nebulae and the search for comets. On October 11, 1847, she discovered a comet, for which she received a gold medal from the king of Denmark and a copper medal struck by the republic of San Marino, Italy. Miss Mitchell went to Europe in 1858, where she was the guest in England of Sir John Herschel and Sir George B. Airy, then Astronomer Royal at Greenwich, of Le Verrier in Paris, and Humboldt in Berlin. On her return she was presented with a telescope by the women of America, through the exertions of Miss Elizabeth Peabody, of Boston. She discovered seven comets besides the one first seen in 1847. In recent years she gave special study to sun-spots and the satellites of Jupiter.

In the West Virginia State Association, the chief opponents of manual training were stated to be George T. Howland, E. E. White, W. T. Harris, and J. W. Dickinson. As the years roll on these gentlemen will find good excuses for conversion. What has become of the opponents of the "New Education"? Ten years ago that was discussed in hundreds of gatherings. To-day it is "Manual Training," which is another form of the "New Education."

THE closing exercises of the Potsdam normal school must have been very interesting, from the account in the *Courier*. Pres. E. H. Cook tendered his resignation, and the board of trustees unanimously adopted a resolution, in which they say "That if it were possible to retain him in his present position we should leave nothing undone to secure that result. We desire to put upon our records a statement of the fact that he has brought to the principalship that zeal, ability, and energy which puts this institution in the very front rank of normal schools; and that as a citizen, in a most remarkable degree, he has promoted every interest which makes for the highest welfare of the community."

While president, Dr. Cook has sent out two hundred and twenty-two pupils; a proud record.

THE Long Island City schools have done good work during the past year, under the superintendency of Mr. S. J. Pardee. At the closing exercises of these schools Mr. Pardee delivered an address to the graduates which was full of tender solicitude for their welfare in the future, and gave them words of cheer and encouragement.

THE University of Michigan has more students than any other college in the United States, and has very properly earned the title of the "Harvard of the Central West." Its influence is felt in every district in the peninsular state.

THE teachers of England in the church schools very often have to face serious perplexities, growing out of the supervision of the clergymen. Here are some instances that a Mr. Gray presented at the meeting of church teachers, Westminster, June 13. England is ahead of us in the meanness of the treatment of teachers, it would seem:

"A teacher holding ten advanced science certificates and full drawing certificate, takes charge of a village school. The teacher is also organist and choirmaster, and becomes as popular with the members of the congregation as with the parents of the children. The vicar's wife, however, does not like the style of playing, nor does the vicar like the fact that the master had sent a report of a chapel gathering to a local newspaper. The vicar is the manager, and gives the teacher, who has seven little ones to provide for, notice to go. When asked for reasons, he expresses surprise that a gentleman cannot do what he likes with his servant.

"In another instance a clergyman, finding that the teacher's wife was about to have a second child, at once gave him notice to go, the effect of the notice being that this family would be homeless at the time when shelter would be most sorely needed. He afterwards libeled the teacher, and paid damages to keep his name out of court.

"Again, the children wished to give an assistant teacher, who was leaving, a small present. The vicar directed that this should not be done in school, and his wish was obeyed, and the present given in the public road, but the master of that school unfortunately made a note in his log book that the present had been given. For this serious fault he is called on to resign. The parents send a petition praying that the teacher may continue. But he must go, to satisfy the caprice of one man. A teacher had worked in one school to the entire satisfaction of three vicars in succession. A fourth came, and, as the master does not please him, he is told to go. No fault is found with the school work; in fact, the inspector expresses his wish to have the master in his district again.

"In another case, when one of the mistresses ventures to claim her salary, this is the reply she receives: "You are a most insolent young woman, and I have been obliged to send a bad character of you to government. I don't think you will ever get a situation under a clergyman again; indeed, if you had been as insolent to any other clergyman as to me he would have knocked you down."

In another instance the master is reprimanded by the sole manager (a clergyman) of the school, for having taken the great liberty of offering to shake hands with him after saluting. He is further ordered on no account to address this gentleman unless first spoken to. This system of mean persecution extends over two years, and culminates in notice of dismissal."

The tendency toward manual instruction in the larger cities of Kansas is rapidly growing. At the close of the Parsons schools an exposition was held, and there were shown: needlework, paintings, drawings, fancy work, book-keeping, ship-building, wood work, lead-molding, and cookery.

Supt. Gridley, of Kingman, Kansas, has the courage to say some bold words. Here they are: "Better results can be secured in the primary grades with eighty or ninety children in one room taught by an expert in primary instruction, with an assistant, than in putting the pupils in two rooms, and placing in charge of each a teacher who has no special fitness for primary work."

Much will probably be so miscellaneous for a long time that valuable time will be wasted, but this is what we must wade through. Brethren in Kansas, don't forget the schools are for educational purposes.

There now seems to be coming to the front some of the results of past education of the negro. A colored boy led the Topeka, Kansas, high school graduating class during the whole course. After commencement his comrades to the number of sixty gave him a surprise party.

We have pointed out that there will be a steady increase in the salaries of teachers, growing out of the increased interest that is felt in education by the public. Here is one item: The salaries of the professors in the University of California have been increased about one-third.

In the *Buffalo Courier* we find this tragedy in Sodas, N. Y., in which a teacher figures, we are sorry to say:

"George Howe is a school teacher, and has been regarded as a very exemplary young man. He taught the district school and boarded with a widow by the name of Wilkinson. Miss Ella Wilkinson, a daughter aged 21, and a younger brother constituted the remainder of the family.

"Miss Wilkinson and young Howe had been keeping company for several months, and were engaged to be married this fall. Recently they went driving, and Howe did not arrive home until after 10 o'clock, and alone. Young Wilkinson asked where his sister was, and Howe told him to follow and he would show him. They walked back on the road nearly a mile, and Howe pointed out the dead body of the girl near a clump of bushes. Howe said while they were returning home two men stopped the carriage and forcibly dragged the girl out. They commanded him to get into the buggy and drive on or be shot.

"Wilkinson said nothing, but on returning home seized a gun and made Howe a prisoner. The alarm was then given, and the captive turned over to the constable. During the night Howe tried to hang himself with a bed cord, but was prevented. He succeeded in taking poison in the morning, however, and died before noon. The coroner's inquest showed that the girl had been criminally assaulted and her throat cut. Howe belonged to a good family and had many friends.

The board of education of Pasadena, California, have unanimously tendered the superintendency of their city schools to Prof. Will S. Monroe, at a salary of \$2,000 per annum. This call resulted from the work he has done in California during the year as an institute instructor.

Prof. Monroe, like Prof. Pierce who preceded him, clearly perceived the foundation principles proclaimed by the *JOURNAL*, and governed himself accordingly. These are but a few of the sterling men who have received deserved advancement on account of their comprehension of the new phases of educational thought. As we look back over the past fifteen years we scarcely note a man who has read the *JOURNAL* with care, and who has placed himself on its principles and illustrated them by his teaching, that has not rapidly risen. Some occupy places of profit and honor they could have reached in no other way.

THE *Sun* of this city has been criticising the English of Edgar Fawcett's "Divided Lives," we give a few of its citations, suggesting that they could make a profitable exercise for an advanced grammar class.

Without the least omen to have warned her of its approach, she found herself confronted by a severe temptation.

Hubert had asked O'Hara not to let a word of the club house quarrel to transpire.

So suddenly did this event make itself and its trenchant significance felt to her.

A beauty which even the ugliness of New York at its most metropolitan hideous failed quite to dispel.

Full of that peace, dream, and tender surprise, which marks our belated American spring.

Then she would laugh with scorn of such an influence: She was fearful lest affairs at home were seriously embarrassed.

As evidences of an inelegant, slipshod, or obscure style, which every writer of modern English should avoid, the *Sun* quotes the following passages:

She rarely saw him without he had on a pair of neat gloves.

The spring sky had got a translucent, daffodil color.

He frequented circles where caste throve at a degree of the hardest insolence.

Half-rageful tears.

No friendly editors existed on those newspapers, when Hubert could control.

The lady on his other side was being voluble.

They were eyes that could flood their night-black pupils with a rich and gentle splendor, and one whose sorceries found few intelligible so callous as Hubert.

MASON AND DIXON'S LINE.—Where is Mason and Dixon's Line, and why is it so called? C. M. G.

I 1681 William Penn got a grant of land from the Duke of York, west of the Delaware river and north of Maryland; a part of its southern boundary was to be a circle drawn twelve miles distant from Newcastle northwards. Then he got another grant, giving him Newcastle and land south as far as Cape Henlopen. Penn came in 1682, and took possession of it. It was really Pennsylvania and Delaware. Troubles occurred with the owners of Maryland, and not till 1723 were they settled. Then an agreement was made between Penn's children and the great-grandson of Lord Baltimore, agreeing that the dividing line between the two provinces should be a line due west from Cape Henlopen; this when half way across should go northwards and be tangent to a circle twelve miles from Newcastle; from this tangent point it should go due north until within 15 miles of Philadelphia, then it should turn and go due west. In 1760 Charles Mason and James Dixon were appointed to survey this line. The southern boundary of Pennsylvania was to be five degrees of longitude in length (388 miles between Pennsylvania and Maryland). It was marked out with stones having P. on one side and M. on the other.

SAND MAPS.—Will you please tell me how to make and use sand maps? S.

St. Petersburg, Neb.

Make a table top about 3 x 4 feet, with a rim raised two or three inches, and place it on a small table; fasten it at one end by hinges so that it may be inclined toward the pupils. The table top should be made of well seasoned pine or white wood to prevent cracking and warping. A coat or two of blue paint to represent water on the table will also help to preserve it. Supply the pupils with "sand tins," which can be obtained at any tinsmith's for about \$2 a dozen. They should be made from a good quality of tin, 14 x 20 inches, hemmed, rimmed one-half an inch, with the hem turned out, corners soldered. Fine sand of any kind may be used. Fine beach sand is good. Keep the sand moist by sprinkling a little water over it every day after using, but do not attempt to stir or mix the sand while wet. The exact amount to be used must be learned by experiment. It retains its form best when only moistened, and never should be so wet as to stick to the hands. If a child has a distinct idea of the shape of a country, he will be able to model it with the sand, for the sand is used to represent the forms of land and water.

The increase in teachers' wages is due very much to the educational bureaus. A good teacher in a small town is often poorly paid; she does not hear of a better place, and so labors on. THE NEW YORK EDUCATIONAL BUREAU, Herbert S. Kellogg, Manager, can aid such a teacher to find a place worthy of her qualifications. Address him with stamp.

If you decide to buy Hood's Sarsaparilla, do not be induced to take any other medicine.



## BOOK DEPARTMENT.

## NEW BOOKS.

UP AND DOWN THE BROOKS. By Mary E. Bamford. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 223 pp. 75 cents.

There never was a time in the history of the world that so many charming books were prepared for boys and girls. Science, natural history, chemistry, botany,—in fact, all the subjects which go to furnish a well rounded education, are now made so plain and simple, as well as fascinating, that there appears to be nothing lacking. This volume is a good example of science brought out in charming simplicity. "Up and Down the Brooks" represents the various saunterings of the author, and what she found while hunting in brooks in Alameda county, California. The varieties of insects do not differ materially, as members of the same insect family are found among the brooks East or West. The first chapter introduces, "Dredging Notes," in which are found the water-skater, water-boatman, dragon-fly larva, polliwogs, snails and "red-legs." Following this interesting chapter we find, "Water-scorpions," "My water-lovers," "Water-boatmen," "Water-tigers," "Whirligigs," "Water-lizards," "Minor mud and water folk," "Caddis-worms," "My corydalis," "Companions of my solitude," "Frogs, boys, and other small animals,"—closing with "A lingering good-bye." The book is written in such a pleasant, readable style that it is a difficult matter to lay it down after having commenced to read it. The illustrations are good, and a great help in the study of the wonderful little creatures talked about.

THE POPULAR SCIENCE MONTHLY. Edited by William J. Youmans. Vol. XXIV. Nov., 1888, to April, 1889. New York: Appleton & Co.

No magazine is better known than this. Its sentiments on evolution, the common school question, and Christianity are well known, and although many of its readers do not agree with its opinions, they nevertheless admire the ability with which they are maintained. This monthly has always held a peculiar place among the magazines of the world for several reasons, among the foremost of which is that it has been edited with remarkable ability. Dr. E. L. Youmans, its founder, always held the editorial reins firmly in both of his hands. He had a purpose, and he never turned aside into by lanes and smoother roads. His purpose and motive always led him straight on; sometimes over rough places, sometimes over smooth; but still he kept right on until the day of his death; and since that event, his spirit fills every page. Its character has not at all changed. This isn't so much a review, as a statement of a few facts, which we are glad to have the opportunity of saying in these pages. We want to say also that we admire not only its original and contributed articles, but especially those selected from foreign magazines. We think its editorial ability is especially shown here. In all respects we commend the *Popular Science Monthly* to all our readers who can afford to take anything in addition to the *SCHOOL JOURNAL*.

ELEMENTS OF PSYCHOLOGY. Designed Especially for Young Teachers. By Edwin C. Hewett, LL.D. The Eclectic Press, Van Antwerp, Bragg & Co., Cincinnati and New York. 192 pp.

A good primary or elementary psychology is a step in advance in the right direction—a psychology that can be used as a text-book, by an ordinary teacher, is something that is certainly called for. The author's aim in this little volume is to place before the student, in a simple and compact form, some of the leading facts of the human mind,—its power and capabilities, the laws that govern its working and growth, and some truths concerning ways of strengthening and cultivating its power. The author's design has also been to provide a small book, consequently he has used the fewest words that would enable him to make his thought clear; the leading points have been set forth, and the way paved for a more extended pursuit of the study. Among the important points discussed and treated are, The Nature of Mind, Consciousness, Attention and Conception, The Intellect, the Senses, Memory, Imagination and Constructive Conception, Judgment, Reasoning, The Sensibility, Specific Feelings, Morality, and the Will. This book is prepared for young people of moderate acquirements, who are likely to need the facts of psychology as a guide to the practical work of the teacher, and it has been Dr. Hewett's purpose, to omit much that is hard to understand in larger books on psychology, as well as sharp, formal definitions. In his many years of teaching he has given much attention to the study of the mind, and is amply able to prepare a book of great value to teachers.

ELEMENTARY PSYCHOLOGY. Principles of Mental and Moral Science for High, Normal, and other Secondary Schools, and for Private Readers. By Daniel Putnam. State Normal School, Ypsilanti, Michigan. New York and Chicago: A. S. Barnes & Co.

This psychology is more nearly like what a teachers' mind science ought to be, than any we have seen, except Welch's and Allen's *Mind Studies*. The old "stock" discussions, that were inherited from the schoolmen, are entirely omitted, and the author comes down to the bed rock of pedagogic sense. It may be that we are to have as many psychologies as we have professions, and we see no special reason why we should not. A doctor studies the mind with disease especially in view, the minister with morals and religion in his mind, the lawyer with intuitive endowments and original predeterminations as an end. The mind is as varied as the universe, and what it looks like, depends upon from what point we look at it. The reason why teachers dislike psychology is, because the way it has been served up for them has not made it digestible in their educational stomachs. But we are coming to see the law of adaptation, and so we may expect that in the future the books on the mind will have, more than ever before, school work directly in view. Psychology is an extremely simple and lucid science. No study is capable of more clear definitions, that is, if we let the mystics alone, and go at the study of the mind as we would of plants. In other words, psychology is the natural history of the mind, and like other branches of natural history, it must be observed, investigated, and carefully watched. It will take to the end of time to find out all about natural objects, so it will take to the end of the life of man on earth to find out all about nature and operations of the mind. This book is a valuable addition to the small stock of new

psychologies in the market, and as such we heartily commend it to thinking teachers.

BIRDS THROUGH AN OPERA GLASS. By Florence Merriam. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 223 pp. 75 cents.

Another of those entertaining and useful books of "The Riverside Library for Young People" series, is the present volume,—and this time it is the study of birds, which is, if possible, more captivating than insects, the subject of another volume of this series. Miss Merriam has equipped herself with an opera-glass, and been in woods and fields, studying and learning the habits and homes of our feathered beauties. As so few of those students who have a desire to know something, at least, of birds and their habits, ever expect to become ornithologists,—an easy, chatty, familiar description of their ways and doings is what is needed, rather than a large volume full of scientific terms. Fifty-nine chapters are given of various kinds of birds, which have been studied by the author, and in a good many cases illustrated, before reaching the "warblers," to which are given eleven chapters. In "Hints to Observers" are found some excellent things, including a few simple, but all-important rules in the outdoor study of birds. This book, so carefully prepared, as well as others of the same series, will be of the greatest value to young students, and serve as stepping-stones to a more advanced study of the subjects presented.

ONE YEAR COURSE IN GERMAN. Adapted to the Wants of Students in Preparatory and High Schools Fitting for the leading Colleges. By Oscar Faulhaber, Ph.D. Second Edition. Boston: D. C. Heath & Co. 197 pp. 60 cts.

The aim of this "One Year Course," in German, is to meet the wants of students with whom economy of time is a necessity. Upon examination, it will be seen that the synopsis of the grammar contained in this volume covers the essentials for all elementary work,—the reading-matter is graded and contains a variety of prose selections from well known modern authors, including anecdotes, description, and fiction, while the short stories introduced take the place of the sentences usually found in ordinary grammars. The vocabulary is in each case printed underneath the stories, and is also arranged in regular dictionary form at the close of the book. Translations from English into German have been purposely omitted, by the author, as the chief aim of the book is to enable the student to translate German at sight. A careful training in a course of this kind cannot fail of a good result.

THE BEGINNERS' BOOK IN GERMAN. With Numerous Illustrations. By Sophie Doriot. Boston and London: Ginn Co. 373 pp. 90 cents.

This "Beginners' Book in German" follows the natural method. Many of the lessons are introduced with a humorous picture, followed by some corresponding verses from the child-literature of Germany. A conversation upon the subject, with the study of words and phrases follows, and completes the lesson. In the preparation of these lessons, Miss Doriot has kept in mind the questions that could be asked on a preceding piece, and has taken care that all the words used in the questions as well as in the answers should be in the vocabulary. Another important point is, that all questions which may be answered by yes or no, are avoided. That is an excellent idea. Blackboard work is also introduced in text and illustrations, and in both of the Parts that compose the volume the exercises are to be written as well as used orally.

THE CENTURY DICTIONARY. An Encyclopedic Lexicon of the English Language. Prepared Under the Superintendence of William Dwight Whitney, Ph.D., LL.D. In Six Volumes. Volume I. Published by The Century Co. New York. Per Section \$2.50.

The plan of the "Century Dictionary" includes three things: The construction of a general dictionary of the English language serviceable for every literary and practical use; a more complete collection of the technical terms of the sciences, arts, trades, and professions, than has yet been attempted; and the addition of other encyclopedic matter, with illustrations. The dictionary is a practically complete record of all the noteworthy words which have been in use since English literature has existed, with the addition of new words, and applications of old words, which have developed with the thought of the nineteenth century. In all, about 300,000 words have been defined, and 6,000 illustrations used. The etymologies have been written anew on a uniform plan, and in accordance with the established principles of comparative philology. Beginning with the current accepted form of spelling, each important word has been traced back to its earliest known origin. In its publication, the dictionary appears in the form of twenty-four parts or sections. These sections will appear about once a month, and can also be obtained in the form of six quarto volumes bound. It covers to a great extent the field of the ordinary encyclopedia, with the difference that the information given is for the most part placed under the individual words and phrases, with which it is connected, rather than collected under a few general topics. Proper names, both biographical and geographical, are omitted, except as they appear as derivative adjectives. The appearance of the book is fine, paper excellent, and type clear.

ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE AND LANGUAGE. With Illustrations. Vol. 14. Exclude—Floyd. New York: John B. Alden, Publisher. 633 pp. Cloth, 60 cents; half morocco, 75 cents.

The fourteenth volume of this valuable cyclopedia, shows the same care and skill that has marked each number from the beginning. The illustrations are a very helpful feature, and the treatment of the subjects introduced, is clear, direct, and practical. This is emphatically, a cyclopedia for the masses of the people. The present volume covers the various fields of agriculture, manufacture, commerce, science, art, invention, history, religion, law, biography, and politics, carrying out to perfection the truth of its name—*manifold*. One great charm of the cyclopedia is, that it comes within the reach of all who desire it. Each forthcoming volume is anxiously waited for.

THE PRIMITIVE FAMILY. In its origin and Development. By C. N. Starcke, Ph.D. New York: D. Appleton & Co. 315 pp. \$1.75.

The researches which the author of this book has made, have been attempted by many men of more or less importance. In earlier times attempts were often made to construct the process of man's physical development in ac-

cordance with the conceptions of abstract speculation. But these attempts have been shown to be worthless. The comparative method is the one here used, and it is the only one really scientific. Already it has thrown light over many things that lay in the deepest darkness. After the introduction, the author gives a definition of kinship, and traces the history of the primitive family in Australia, America, Africa, Asia, Polynesia, and the Aryan people. He then discusses its internal constitution, as the relation of father to the child; polyandry, nomenclature, exogamy and endogamy, and marriage and its development. He closes with a discussion—the family, the class, and the tribe. It will be seen that the work is comprehensive, and we can add, thorough. We have no doubt those who read it will come to the same conclusion.

In the light of scientific evolution, no subject is more important. Of course our author does not attempt to treat of the family of the "missing links," but he certainly has given a history of the primitive human race exceedingly interesting. He has clearly shown that all of our institutions can trace their birth to a very remote period and to very primitive times. All interested in this subject, and who is not? should read this book. It will then be appreciated.

## LITERARY NOTES.

GINN & Co. will publish about Oct. 1, a "History of the Roman People," by Prof. W. F. Allen.

G. P. PUTNAM'S SONS' number in their list of recent publications "The Story of the Hansa Towns," by Helen Zimmern, in "The Story of the Nations" series.

D. LOTHROP COMPANY have just brought out a new book by Mrs. M. E. W. Sherwood, so well known in the fashionable world. The title is "Sweet-Brier."

"THE LIFE OF HARRIET BEECHER STOWE," by her son, Rev. Charles E. Stowe, is now passing through the Riverside Press, and will be given to the public early in the autumn.

D. C. HEATH & Co. have published "Modern Facts and Ancient Fancies in Geography; a Hand-book for Teachers," by Jacques W. Redway, a practical teacher, professional geographer, and world wide traveler.

A. S. BARNES & Co., New York and Chicago, publish the well-known and widely-used copy books of Payson, Dutton & Scribner.

ROBERTS BROTHERS will publish Mrs. Edna D. Cheney's "Life of Miss Alcott," early in October. The biographer was Miss Alcott's life-long friend.

LONGMANS, GREEN & Co. announce a series of "Epochs of American History," uniform with the "Epochs of History," series.

THE CENTURY COMPANY have issued the first of the six volumes of which the dictionary will be composed. It is a large and handsomely bound book of 1,300 pages, defining the vocabulary from A to Concocephalidae.

## MAGAZINES.

The July *English Illustrated Magazine* contains the continuation of F. Marion Crawford's story, "Sant' Ilario." "Recollections of Suakim" is an illustrated article on this picturesque city. Two other stories are "Jenny Harlowe," by W. Clark Russell, and "The Better Man," by Arthur Paterson. "St. Andrew's Laboratory" gives an hour's experience in a scientific laboratory on the Scottish coast.—The Boston *Musical Herald*, as its name implies, is devoted to the interests of musicians and those pursuing musical studies. The July number contains "A Model Musical," sketch of Charles E. Tinney, "Maxims for the Composer," "Some Oratorio Texts," "Questions and Answers," and other interesting matter.—In *Golden Days* for July 13 begins a story entitled "Four Boys in Alaska," that will undoubtedly prove of great interest to young people. "Wood engraving as Employment of special interest." "The title of a series of very useful articles. The number contains many other instructive articles and stories.—*Christian Thought* for August is the first number of volume seven. The magazine under the successful editorship of Charles F. Deems, D.D., LL.D., has placed itself among the foremost magazines. This number contains a most excellent paper entitled "Thoughts on the Discord and Harmony between Science and the Bible," by Francis H. Smith, LL.D., of the University of Virginia. Prof. Jerome Allen has a most able paper on "The Relation of Pedagogy to Christian Philosophy." The Rev. Anson F. Atterbury writes on the "Five Points in an Evolutionary Confession of Faith," and Dr. Deems has a most careful review of the article in a paper, entitled "Evolution and Development." The magazine is published by Wilbur B. Ketcham, 13 Cooper Union, New York.—The July *Fortnightly Review* contains several articles of special interest. "Philip Massenger," by Algernon Charles Swinburne; "How H. M. the Shah Travels when at Home," by J. Theodore Bent; "The Ethics of Punishment," by W. S. Lilly; "Father Damien and Leprosy in India," by Edward Clifford; "Leprosy and its Causes," by Phineas S. Abraham.—The *New Review* for July contains "The Shah," by the Right Hon. Lord Castleton; "Matthew Arnold—Part I," by the Lord Chief Justice of England; "The Eight Hour Movement," by Charles Bradlaugh, M.P.; "Three Types of Womanhood," by the Countess of Cork.—St. Nicholas for August contains such a wealth and variety of literary and artistic productions that it is hard to say what the greatest attractions of the number are. Mary Hallock Foote contributes one of her inimitable drawings, and there is an article by Dr. Jastrow on Laura Bridgman. Dr. Charles S. Robinson offers to mathematicians some curious speculations as to the present value of "An Egyptian Girl's Gold Necklace," if its value is regarded as having increased at compound interest for over 3,000 years. Besides, there are stories, poems, etc.

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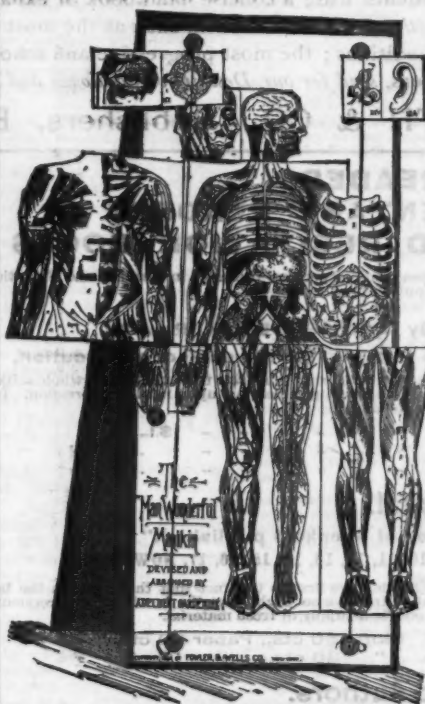
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A widower married a second time, and  
his choice was a wealthy lady about fifty  
years of age. When the bride and bride-  
groom returned home from the wedding,  
the husband, introducing the wife to his  
children said, "My dear children, kiss  
this lady's hand. She is the new mother I  
promised to bring you." After taking a  
square look at the new mother, little Char-  
lie said, "Pa, you have been fooled. She  
ain't new at all!"

"If you keep on, Johnnie, you will soon  
know as much as your teacher."

Little Johnnie—"I'd know as much now  
if I had the book before me like she does."

Taking it altogether there never was  
a time when our country was enjoying  
greater prosperity than at the present  
moment, and yet there are thousands of  
people in the land who are fussing and  
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"For mercy's sake, John, why is it you  
stop that clock every night?"

"Because I've got an idea. I've come  
to the conclusion that it's a wicked waste  
of money to let that clock run all night  
when it can't do any one a particle of  
good. The wear and tear on the works  
must amount to considerable in the run of  
a year. I could never save up anything,  
but I believe I see a way of doing it at  
last."

Mamma—"Bobby, I notice that your  
little sister took the smaller apple. Did  
you let her have her choice, as I told you  
to?"

Bobby—"Yes, I told her she could have  
the little one or none, and she chose the  
little one."

Mrs. Dumpsey—"See here, Johnny  
Dumpsey! You have been in swimming.  
Now, don't deny it."

Johnny Dumpsey—"Cross my heart, I  
hain't, ma!"

"Mrs. Dumpsey—"Careful, sir! How  
does your shirt happen to be on wrong  
side out?"

Johnny Dumpsey—"Me and Bill Brown  
have been turmin' somersets all the morn-  
ing."

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to save you that expense."

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waiting for a train at the Elizabeth station,  
he engaged the services of a juvenile boot-  
black. The governor grew sociable, and  
pleasantly inquired,

"How's business, Johnny?"

"Name ain't Johnny," laconically  
answered the lad; "name's Tommy."

The governor said nothing for a while,  
but finally, deciding to impress the young-  
ster to a slight extent, he remarked, in a  
deep voice:

"Well, Tommy, I guess you do not know  
who I am, do you?"

"Yes; knowed you long ago," said  
Tommy, declining to be impressed.

"Well, who am I?" asked the governor.

"You're Bob Green's father," replied  
Tommy.

The governor paid for the "shine," and  
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